

TEACHER'S RESOURCE PACK FOR FRANKENSTEIN

# Frankenstein

THE ELT GRAPHIC NOVEL

Mary Shelley

Written by Carol Nuttall

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Frankenstein****Carol Nuttall**

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# INTRODUCTION

## WELCOME TO THE TEACHER'S RESOURCE PACK FOR FRANKENSTEIN: THE ELT GRAPHIC NOVEL

This photocopiable resource is designed with ease of use in mind.

Our aim is to create engaging, fun, easy-to-use worksheets with the busy teacher in mind!

These worksheets are created to encourage ELT students to both widen and develop their use of English, working on reading, writing, listening and speaking, while also developing valuable study skills.

While these worksheets focus mainly on language, there are also applications for history and drama. The question types are formulated to reflect the FCE Paper 3 Use of English.

We hope you, and your students, enjoy them.



# MARY SHELLEY

1797–1851



‘It is not singular that, as the daughter of two persons of distinguished literary celebrity, I should very early in life have thought of writing.’

Mary Shelley was born in London in 1797, into an exceptionally gifted, intellectual family. Her mother, Mary Wollstonecraft, was a famous radical writer and her father was the philosopher William Godwin. Mary Wollstonecraft’s *Vindication of the Rights of Women* is an important early feminist work. In this she argued that women should no longer be treated as second-class citizens. Just as influential was her father, Godwin, whose liberal philosophy was fundamental in shaping the political views of a generation of writers and thinkers.

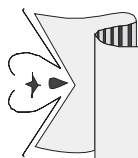
Given this family, it is not very surprising that Mary Shelley was supremely talented, or that she would follow the life of a writer. From an early age, however, love and death were intimately linked in Mary’s life; tragically Mary Wollstonecraft died giving birth to her daughter.

By any standards Mary Shelley’s early adulthood was a life lived in the extreme.

At just 17 she eloped to the continent with lover Percy Bysshe Shelley, the radical romantic poet.

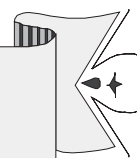
When Mary was 18 she gave birth prematurely to a daughter. Sadly the baby died only a few days later.

By the time she was 19 Mary had given birth to a son, William and written her first and most famous novel *Frankenstein*.



# TEACHER'S NOTES

## WORKSHEET 1 – MARY SHELLEY



- 1 Books open. Ask students to do this individually. The aim of this exercise is to give students practice in note-taking and extracting specific information. Allow students time to complete the table. Check the answers with the class.

### ANSWER KEY:

Date	What Happened at the Time?
30 August 1797	Mary Wollstonecraft Godwin was born.
1801	William Godwin remarried his neighbour, Mary Jane Vial.
1803	William and Mary Jane had a son.
1813	Mary ran away with the poet, Percy Shelley.
Mid-December 1816	Shelley's wife, Harriet, drowned herself.
30 December 1816	Mary married Percy Shelley.
1 January 1818	<i>Frankenstein</i> was first published.
1815–1819	Three of the Shelleys' children died as babies.
May 1822	The Shelleys moved to La Spezia, in Italy.
Summer 1822	Another child died, and Percy drowned.
Summer 1823	Mary and only surviving son, Percy, returned to England.
1831	<i>Frankenstein</i> first published under Mary's name.
1848	Mary's son, Percy, got married.
1 February 1851	Mary Shelley died aged 53.

- 2 For more advanced classes, you may like to do this task as a quiz with books closed. Elicit answers, then ask students to check them in the book. With weaker students, read through the questions as a class eliciting any unknown words. Check they know the difference between half-sister / stepsister / stepmother. Allow them to complete exercise with their books open. Check answers as a class.

ANSWER KEY: 1 c 2 b 3 a 4 b 5 b 6 c

- 3 Put students in pairs to brainstorm ideas for each question. Write some useful words / phrases for the discussion on the board. Suggestions:

intellectual liberal feminist philosophical free-thinking social attitudes early 19th century

Class discussion. Allow the class to discuss each of the questions in turn. Allow for differences in opinion.

ANSWER KEY: Answers will vary but expect the following.

- 1 Mary's parents were forward-thinking intellectuals. Mary's mother was one of the earliest feminists and her father was a well-respected philosopher. Their social circle was full of poets and literary figures who must have influenced Mary. Mary had access to an extensive library and must have read widely.
- 2 Mary must have been quite headstrong – she ignored her father's wishes and appeared unconcerned about the scandal she caused. She was intelligent, with her own views on various social and political issues. Although tragedy followed her throughout her life, she survived and supported herself, so she must have been quite a strong person.

With advanced students, you may like to encourage them to research Mary Shelley's life further on the Internet. The following website may be useful: [http://en.wikipedia.org/wiki/Mary\\_Shelley](http://en.wikipedia.org/wiki/Mary_Shelley)



## WORKSHEET 1 – MARY SHELLEY



- 1 Read the brief biography of Mary Shelley on pages 136–137 of your book and complete the timeline below.

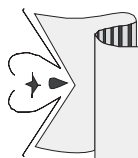
Date	What Happened at the Time?
30 August 1797	Mary Wollstonecraft Godwin was born.
1801	William Godwin . . .
1803	
	Mary ran away with the poet, Percy Shelley.
Mid-December 1816	
30 December 1816	
1 January 1818	
1815–1819	
	The Shelleys moved to La Spezia, in Italy.
Summer 1822	
	Mary and only surviving son, Percy, returned to England.
	<i>Frankenstein</i> was first published under Mary's name.
1848	
	Mary Shelley died aged 53.

- 2 Choose the correct answer to the following questions.

- Who wrote *A Vindication of the Rights of Woman*?  
a Mary Shelley      b Mary's father      c Mary's mother
- Mary met Percy Shelley because of his admiration for . . .  
a Lord Byron      b her father      c William Wordsworth
- Which word best describes William Godwin's feelings about his daughter's relationship with Shelley?  
a disapproval      b delight      c concern
- How old was Mary when she finished writing *Frankenstein*?  
a 18      b 20      c 21
- How many children did Mary give birth to?  
a three      b four      c five
- Percy Shelley died in . . .  
a London      b bed      c Italy

- 3 Discuss the following questions.

- What was unusual about Mary's upbringing?
- What kind of person do you think Mary Shelley was?



# TEACHER'S NOTES

## WORKSHEET 2 – THE HISTORICAL SETTING OF THE NOVEL

- 1** The aim of this exercise is to provide students with some background information. Students do this individually. Check answers with the class. You may be able to elicit some further information about the French Revolution, depending on students' ages, nationality and knowledge of history. Students can do their own further research by going searching the Internet for 'French Revolution'.

**ANSWER KEY:** 1 b 2 a 3 b 4 b

Find out what happened to Mary Shelley's mother during the French Revolution by going to the Wikipedia website – [http://en.wikipedia.org/wiki/Mary\\_Wollstonecraft](http://en.wikipedia.org/wiki/Mary_Wollstonecraft).

- 2** The aim of this exercise is to introduce students to the historical setting of the story and at the same time give them some practice of an exam-style task. Ask them to read through the text and tell you two historical events which may have inspired or influenced Mary Shelley's writing. Elicit Galvani's experiment and the French Revolution. Then ask students to complete the task individually.

**ANSWER KEY:**

1 think / believe    2 in / during    3 main / key    4 lot    5 instance / example  
6 who    7 had    8 Another    9 what    10 might / could

- 3** If students have dictionaries in class, they can do this task in pairs. Alternatively, it can be done at home.

**ANSWER KEY:**

*galvanise*: If you are galvanised into doing something, you are motivated by excitement, fear or anger into doing something.<sup>1</sup>

<sup>1</sup>Collins Cobuild Intermediate Dictionary, Heinle, 2008.



## WORKSHEET 2 – THE HISTORICAL SETTING OF THE NOVEL

1 Read the passage and answer the following questions.

### The French Revolution

In 1789 a people's revolution broke out in France that destroyed the old aristocratic ruling classes and their king, Louis XVI. By 1792 the king was in jail and a new Republican government was in power.

Their slogan, 'Liberty, Equality, Fraternity' was a symbol of a more hopeful, fairer world. Initially in England, radical writers and thinkers such as Mary's father, William Godwin, celebrated the overthrow of oppression and the freeing of the French people. Attitudes changed, however, when the glorious revolution turned into a nightmare.

In the September Massacres of 1792, approximately 1400 men and women were slaughtered in Paris alone by the revolutionaries. In 1793, Louis XVI was beheaded by the guillotine. Maximilien Robespierre became France's new, brutal, leader. Anyone who disagreed with the new government was executed at the guillotine.

Mary Wollstonecraft, Shelley's mother, was in Paris around the time that Louis XVI was executed. While there, she fell in love with Gilbert Imlay and had his child. He rejected her and life must have been difficult for Mary. France was in the middle of the Revolution and she was a single mother with little support. While in Le Havre, she wrote a book on the early history of the revolution, called *An Historical and Moral View of the French Revolution*, which was published at the end of 1794.

- |                                                 |                                                  |
|-------------------------------------------------|--------------------------------------------------|
| 1 The French Revolution was started by _____.   | 3 The Republican leader, Robespierre, was _____. |
| a the aristocracy                               | a a strict but fair ruler                        |
| b ordinary men and women                        | b cruel                                          |
| 2 King Louis XVI was executed in 1793 by _____. | 4 Mary Wollstonecraft lived in France _____.     |
| a having his head cut off                       | a before the Revolution                          |
| b hanging                                       | b during the Revolution                          |

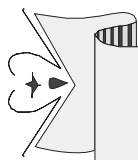
2 **Open Cloze.** Read through the passage and fill the gaps with one suitable word.

Many people (1) \_\_\_\_\_ that Mary Shelley's writing was heavily influenced by historical events during her lifetime. *Frankenstein* was written in the early nineteenth century, (2) \_\_\_\_\_ an age of scientific discovery. One of the (3) \_\_\_\_\_ themes in the novel, the idea of creating life out of dead material, was the subject of a (4) \_\_\_\_\_ of research at the time.

For (5) \_\_\_\_\_, an Italian scientist called Galvani had applied electrical hooks to the body of a criminal (6) \_\_\_\_\_ had been executed by hanging. After the first experiment, Galvani reported excitedly that the body (7) \_\_\_\_\_ shown signs of movement and the left eye had opened. In the end, Galvani's research had little result, but it shows scientific interests of the time and that people believed it might be possible to create life in such a way.

(8) \_\_\_\_\_ theme in the novel is Victor Frankenstein's idealistic wish to create a better world and to 'free people from disease'. Many people believe that the fact that his dream goes so tragically wrong reflects (9) \_\_\_\_\_ happened during the French Revolution, which saw the revolutionaries' cries of 'Liberty, Equality, Fraternity' destroyed by the violence of the new regime. Mary's mother had spent some time in France during the Revolution, which (10) \_\_\_\_\_ have further influenced Mary.

3 As a result of his work, Galvani inspired a verb to be created in English – *galvanise*. Use your dictionary to find out what this verb means.



# TEACHER'S NOTES

## WORKSHEET 3 – THE GOTHIC NOVEL



Wikipedia on the Internet is a useful source of background information before you tackle this with students. If you have access to any of the comics or stories mentioned, you may wish to look at an extract with your students, to give them some ideas for exercise 4.

- 1 Read through the rubric and bullet points with students. Make sure weaker classes understand *spirit, monstrous villains, something buried*. Elicit the titles of other Gothic stories. Prompt, if necessary.

**ANSWER KEY:** Answers will vary. Suggested answers:

Horace Walpole's *The Castle of Otranto* is generally believed to have been the first in the genre; *Dracula* by Bram Stoker; *Dr Jekyll and Mr Hyde* by Robert Louis Stevenson; *The Vampyre* by John Polidori. Students may also know Edgar Allen Poe's stories. *The Fall of the House of Usher* and *The Pit and the Pendulum* are good examples.

- 2 **ANSWER KEY:** Answers will vary. Suggested answers:

Books: *Goosebumps* series by R. L. Stine, *The Vampire Chronicles* by Anne Rice, *The Twilight Saga* by Stephenie Meyer, and *A Series of Unfortunate Events* by Lemony Snicket. These have been translated into many languages so will probably be known among your teenage students even if not in English. Comics: *Spiderman*, *Batman*, *The Fantastic Four*, *The Silver Surfer*, *The Incredible Hulk*.

- 3 Do not take it for granted that all students will have seen these films. Elicit answers. Depending on students' ages and level of interest, you may like to ask them to research some of these characters. Wikipedia provides useful information.

**ANSWER KEY:** Answers may vary.

**The Incredible Hulk:** Dr Bruce Banner, exposed to dangerous chemicals when a test bomb explodes, takes the form of a green monster – the Hulk. Banner involuntarily transforms into the monster when he is angry or afraid. The monster is full of rage and causes destruction, making it impossible for Banner to lead a normal life. *Frankenstein* is believed to have been the inspiration for the Hulk.

**Spiderman:** Peter Parker, a talented science student, is accidentally bitten by a rare spider. Peter is suddenly able to climb up walls and produce spider webs. A lot of the villains he goes on to encounter are mad scientists whose experiments have gone wrong. Peter's friend, Harry Osborne, has a scientist father, who becomes the evil Green Goblin, while Dr Octopus is the alter-ego of mad scientist Dr Otto Octavius.

**The Fantastic Four:** While on a scientific mission in space the team are exposed to cosmic rays and acquire super powers. The Thing is similar in appearance and powers to the Hulk.

- 4 This is intended to be fun. Encourage students to 'design' their monstrous character, if they like.



## WORKSHEET 3 – THE GOTHIC NOVEL



1 Frankenstein is part of a group of novels which are defined as *Gothic*. Gothic novels consist of stories which have certain distinct characteristics:

- they are set in dark, lonely buildings or places
- they include ghosts, spirits and monstrous villains, but usually contain romance
- they show an interest in the return of something buried from the past
- they try to make the reader feel horrified or afraid

Find out and make a list of other novels and stories which fit into this group.

Gothic Novels

2 Today, the Gothic style of writing is popular once again. This can be seen in comic stories as well as novels. Can you think of any modern Gothic stories?

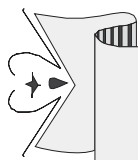
Modern Gothic Comics	
Title	Description

3 Have you seen the films *Spiderman* and *The Fantastic Four*, or ever watched *The Incredible Hulk* on television? \_\_\_\_\_

*Frankenstein* is centred upon the story of a ‘mad scientist’, Victor Frankenstein, whose good scientific intentions go tragically wrong.

- Can you think of any ‘mad scientists’ in these films, or others in fiction?
- Can you think of real life scientific inventions or discoveries which were intended to be good, but had unpleasant effects?

4 In pairs, plan a story outline for a Gothic novel or film. Use the points in exercise 1 to help you. Then share your ideas with the rest of the class.



# TEACHER'S NOTES

## WORKSHEET 4 – THE NARRATIVE STRUCTURE

- 1** Books closed. The aim of this task is to generate some key vocabulary for discussing the book. Explain that the protagonist in the story is not always the hero. Encourage students to keep an open mind about who is a hero, villain and victim in the story. This will be a subject for discussion as students read it!

**ANSWER KEY:** 1 f 2 e 3 a 4 g 5 h 6 b 7 d 8 i 9 j 10 c

- 2** Students complete this exercise as they read the story. It aims to help them understand the complex structure of the narrative. Read through the rubric and explain how the diagram shows the structure of how the story is told (the story of the Monster is inside the story of Frankenstein and the story of Frankenstein is inside the story of Walton). Ask students to open their books to page 7. Elicit how the story starts, who is speaking? How is it narrated? (Walton, letters to his sister). Ask students to note this down. Remind students to continue noting down who is telling the story and what each character describes.

**ANSWER KEY:**

**Top half of the Outer Ring – Robert Walton** – narrates the story in the form of letters written to his sister. He tells of the voyage to the Arctic Circle, finding Victor half dead and nursing him back to recovery.

**Top half of the Middle Ring – Victor Frankenstein** – he takes over here and narrates his story directly to Walton. He starts with his childhood to the creation of his creature, and his horror at what he has done. He describes his rejection of the monster. When his brother William dies, he realises he can no longer ignore his responsibility and he meets with the monster.

**Inner ring – the Monster** – takes over here and tells his story to Victor. He talks of his sorrow at being rejected – his loneliness, his kindness and how he is misunderstood because of his appearance. His unhappiness turns into anger and he murders William. He promises to be good if Victor will make him a female creature like himself. Victor reluctantly agrees and we return to his story.

**Bottom half of the Middle Ring – Victor** – he returns to his family and prepares for his marriage to Elizabeth. However, he can no longer avoid his responsibility to the Monster. He leaves to create the second creature. But, as he nears completion he cannot bear the thought of creating another monster and he destroys it. The furious Monster swears revenge. He kills Victor's friend, Henry Clerval and also Elizabeth. Victor chases him to the Arctic Circle, where Walton finds him.

**Bottom half of the Outer Ring – Walton** – Walton takes up the story once more and continues to the end. He relates how Victor is too weak to carry out his plan, and how when he dies, the Monster appears. The Monster is broken-hearted and Walton feels compassion towards him. The Monster determines to die, now that his creator is dead.

- 3** Decide whether you would like students to discuss these questions now, or after they have read the story. We will return to the effects of the narrative style of *Frankenstein* later on. The aim of these questions here is to generate initial ideas about first person narrative, so that students can think about this as they read. For instance, we learn something of Victor's character through Walton's impression of him.

**ANSWER KEY:** Answers will vary. Leave this quite open at this stage. If students fail to respond very effectively, ask them to consider these questions while they read the story.



## WORKSHEET 4 – THE NARRATIVE STRUCTURE

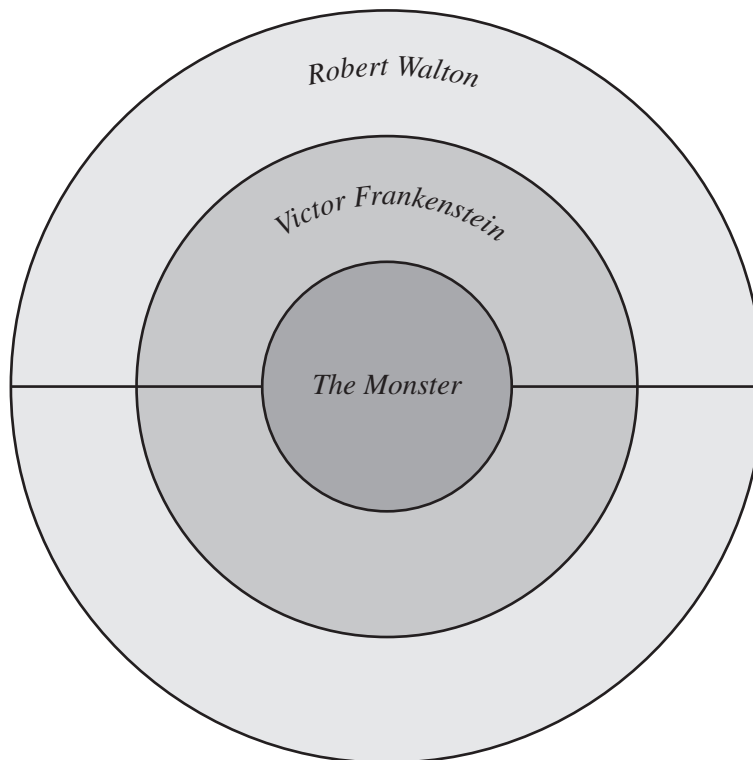


### Vocabulary

1 Match the words in column A with their meaning in column B.

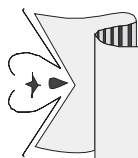
A	B
1 plot	a character who tells the story
2 protagonist	b innocent character who suffers in the story
3 narrator	c most exciting part of the story
4 hero	d a secondary, less important story in the book
5 villain	e the most important person in the story
6 victim	f the story
7 sub-plot	g brave, good character in the story
8 fate	h evil, bad character in the story
9 omen	i power that some people believe controls what happens
10 climax	j an event which shows what is likely to happen, either good or bad

2 We are told the story of *Frankenstein* by a series of narrators. Shelley does this by using a 'china box' structure. This means a structure where there are several layers of stories; one story is inside another one. In *Frankenstein*, we are introduced to the story by Captain Robert Walton, to whom Victor Frankenstein tells his story. Within Victor's story, the Monster tells his story. So, we are presented with a series of stories told in the first person. As you read the story, make notes in the diagram below. Write down the point in the story when the narrator changes.



3 What is the effect of:

- 1 the narrator being a neutral observer, and not a main character? \_\_\_\_\_
- 2 the narrator being one of the main characters? \_\_\_\_\_



# TEACHER'S NOTES

## WORKSHEET 5 – THE PROMETHEUS MYTH



- 1** The aim of this exercise is once again to provide some background information to the novel, while at the same time giving students useful examination-style practice. Weaker students may struggle to find some items, so you may like to ask them to do this task in pairs. Ask students to read through the text first and tell you who or what Prometheus was. Check their understanding of the text as a whole, then ask them to complete the exercise individually or in pairs.

**ANSWER KEY:**

1 mythology   2 original   3 product   4 creation   5 influential  
6 liberator   7 unfairly   8 awakening   9 cruelly   10 idealised

- 2** Do not give away too much here, but ask students to consider the question of scientists who want to change the world. Do they sometimes try to play God? They should be able to generate some interesting ideas from this, so try not to 'lead' them in any specific direction, but leave this open at this stage.

**ANSWER KEY:** Answers may vary. Suggested answers:

Frankenstein has a similar dream to the original version of Prometheus. Like Prometheus he wants to help people and 'free people from disease'. However, his dream goes sadly wrong. He can also be compared to the second version of the Titan, who wished to be a god and have power over life and death.

**Note:** A Titan is a deity, something between a God and a man.

When Prometheus goes against Zeus he is punished by being chained to the side of a mountain. Every day an enormous eagle flies by and everyday it pecks out his liver. Although he is in agony, he is a Titan and cannot die. Instead he must suffer this punishment for all eternity.

- 3** Again, leave this as an open question at this stage. Allow students to discuss it and tell them to think about this further as they read the story. The aim is to get them thinking before they start reading, but to allow them to develop their own ideas as they read.

**ANSWER KEY:** Answers will vary.



## WORKSHEET 5 – THE PROMETHEUS MYTH



### 1 Word Formation

Read the text below. Use the word in capitals in the box to form a word that fits the gap in the line with the same number.

Mary Shelley was also influenced by Greek (1) \_\_\_\_\_ when writing her novel. Evidence of this can be found in the fact that her (2) \_\_\_\_\_ title for the book was *Frankenstein: or, The Modern Prometheus*.

The book was the (3) \_\_\_\_\_ of a game organised by the poet, Lord Byron, a close friend of the Shelleys'. He suggested they each write a ghost story. This led to the (4) \_\_\_\_\_ of *Frankenstein*, which was to become one of the most (5) \_\_\_\_\_ novels of its time.

Both Byron and Percy Shelley were fascinated by Greek mythology, and in particular by the myth of Prometheus. In 1816 Byron wrote a poem called *Prometheus*, and Shelley wrote a famous drama called *Prometheus Unbound*, which he began in 1818.

There are several versions of this myth. The first shows Prometheus as a (6) \_\_\_\_\_. A Titan, he feels sorry for humans, and thinks that Zeus, king of the gods, treats them (7) \_\_\_\_\_. So, he decides to go against Zeus, and gives humans certain skills. He also steals fire from Zeus to give to the humans, thus fully '(8) \_\_\_\_\_' them. Zeus punishes him (9) \_\_\_\_\_.

A later version portrays Prometheus as actually creating humans out of clay, implying that he attempts to be a god, which does not show him in such a positive light. While Mary's husband (10) \_\_\_\_\_ Prometheus as a liberator in his work, Mary's own view of the story is perhaps not so clear-cut.

(1) MYTH

(2) ORIGIN

(3) PRODUCE

(4) CREATE

(5) INFLUENCE

(6) LIBERATE

(7) FAIR

(8) AWAKE

(9) CRUEL

(10) IDEAL

2 As you read the story, think about ways in which Mary Shelley's character, Victor Frankenstein, relates to the Titan Prometheus.

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3 Which view do you think Mary held of the Prometheus myth? Think about this further as you read the story.

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I DIDN'T WANT MONEY, BUT I WANTED THE GLORY OF A GREAT DISCOVERY. I WANTED TO FREE PEOPLE FROM DISEASE.



# QUIZ 1

## BEFORE YOU READ (WORKSHEETS 1-5)

### 1 *Frankenstein* Word Search

Find the following words.

BYRON	GENEVA	NORTH POLE	STUDENT
FRANKENSTEIN	GOTHIC	NOVEL	VICTOR
FRENCH	MONSTER	SCIENTIST	WALTON
REVOLUTION	NIGHTMARE	SHELLY	WOLLSTONECRAFT

E L O E E T R T T U P S I E M T  
 N O I T U L O V E R H C N E R F  
 S W N O H H N R S E C T E N N A  
 V I N O T L A W L S F E E V A R  
 R L R C M M S L O M O B H L R C  
 B T I P T E Y N O R T H P O L E  
 Y I T H F R A N K E N S T E I N  
 R C G D W O S L E V O N G E L O  
 O I G O B T I S C I E N T I S T  
 N H C T E C R W E D S T S N E S  
 L T Y R G I A H U C L E T S L L  
 S O T T E V S T F C O R R A I L  
 R G M T E N S N S G A E T V C O  
 T I H N Y S N O N V R F R Y T W  
 V E E E T L V E S T T A E I N M  
 E G S Y T W Y I O N N T T C A N

### 2 *Jumbled Words* Unscramble the following to find four words used to talk about the narrative structure in the story.

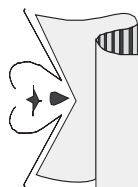
1 nspgitaorot \_\_\_\_\_

3 calmxi \_\_\_\_\_

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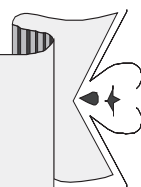
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# TEACHER'S NOTES

## WORKSHEET 6 – WALTON'S LETTERS AND VOLUME I, CHAPTERS I-IV – THE QUEST FOR KNOWLEDGE



- 1** Books closed. Check that students understand the vocabulary. Tell them to use only one or two words to fill each gap and they must use words they hear. Play CD1, Track 2. Pause, then repeat. Check answers with the class.

**ANSWER KEY:** 1 North Pole 2 North Pacific 3 goal 4 ice 5 huge man 6 frozen  
7 run away 8 learn (something)

- 2** Books open. Tell students to read and listen and complete the table. Play CD1, Tracks 3, 4 and 5.

**ANSWER KEY:**

Family: He comes from a wealthy family from Geneva. They travel a lot. When he's five, Victor's parents adopt a little girl, Elizabeth. Then they have another son, Ernest. Back in Geneva, a third son, William, is born.

Closest childhood companion: Elizabeth Lavenza, Victor's adopted sister.

Becomes friends with: Henry Clerval.

Becomes interested in: Natural Science. He wants to 'free people from disease'.

Important event at 15: Lightning destroys a tree near his home, and Victor becomes fascinated by electricity.

Important event at 17: Caroline Frankenstein, his mother dies.

Goes away to study in: Ingolstadt University.

Becomes determined to: Discover the origins of creation, and how to create life.

- 3** Books open. Elicit the similarities and differences between the two men. If students find this difficult, leave it open and ask them to think about it again once they finish the book.

**ANSWER KEY:** Answers may vary, but expect the following.

**Similarities:** Interest in learning, sister figure that they are devoted to, desire to discover something important, ambitious for personal glory.

**Differences:** Walton is compassionate, e.g. he wants to save the stranger on the ice. Walton seems more able to express his feelings, as he tells his sister of his feelings. Victor, however, is secretive and unable to talk to anyone.

- 4** Books closed. Read the statements. Tell students to listen and circle the correct answers. Play CD1, Track 6, twice. Ask students to open their books at page 20 to check. Check answers with the class.

**ANSWER KEY:** 1 T 2 F 3 F 4 T 5 T

- 5** Books open. Check students' understanding of the words.

**ANSWER KEY:** Answers may vary, but expect the following.

*determined, dedicated, obsessive, secretive.*

If there is disagreement over *ethical* and *mad*, leave it open. Allow students to develop and support their own opinions about the ethics of scientific research as they read.

- 6 ANSWER KEY:**

**Walton:** He wants to find a passage to the North Pacific ocean by sailing to the North Pole.

**Frankenstein:** He wants to find the secret of creating life.

Ask students to discuss the limits people should go to in their quest for knowledge. Simplify it for weaker classes by asking students if they think Victor is right in the way he experiments on dead bodies.

Knowledge brings responsibilities. A lot depends on how people use their knowledge. It becomes dangerous when people fail to think about possible consequences of their actions and their responsibilities towards others.

## WORKSHEET 6 – WALTON’S LETTERS AND VOLUME I, CHAPTERS I-IV – THE QUEST FOR KNOWLEDGE



- 1 Books closed. Listen to the letters that Captain Walton sends to his sister, Margaret, and complete the following sentences with a suitable word or short phrase.

Walton is sailing towards the (1) \_\_\_\_\_ and is filled with enthusiasm about his voyage.

It is a voyage of discovery, as Walton hopes to find the (2) \_\_\_\_\_ Ocean. However, as he approaches his (3) \_\_\_\_\_ he feels increasingly alone.

One day, the ship gets surrounded by (4) \_\_\_\_\_ and the sailors see a sledge in the distance.

It is being driven by a (5) \_\_\_\_\_, but they are unable to reach him.

The next day, the sailors find the driver of a second sledge, who is very thin and almost (6) \_\_\_\_\_.

When he recovers, the man tells Walton that he is looking for someone who has (7) \_\_\_\_\_. He decides to tell him his story in the hope that Walton may (8) \_\_\_\_\_ from it.

- 2 Books open. Listen to Volume I, Chapters I–III and read along in your book. Complete the table with information about Victor’s early life.

### Victor Frankenstein

Family:	
Closest childhood companion:	
Becomes friends with:	
Becomes interested in:	
Important event at 15:	
Important event at 17:	
Goes away to study in:	
Becomes determined to:	

## WORKSHEET 6 CONTINUED – WALTON’S LETTERS AND VOLUME I, CHAPTERS I-IV – THE QUEST FOR KNOWLEDGE

- 3 From what you have read so far, compare the characters of Walton and Victor Frankenstein. In what ways are they similar? How do they seem different?

Similarities	Differences

- 4 Books closed. Listen to Chapter IV and decide whether the following statements are True (T) or False (F).

- |                                                                |       |
|----------------------------------------------------------------|-------|
| 1 Professor Waldman is very supportive of Victor’s studies.    | T / F |
| 2 Victor examines dead bodies to discover the cause of death.  | T / F |
| 3 Victor can make a body, but creating life is more difficult. | T / F |
| 4 Victor decides to make the body larger than normal.          | T / F |
| 5 Victor becomes very secretive about his work.                | T / F |

- 5 Read through the chapter and check your answers. Which of the following words describe Victor’s behaviour here?

determined    dedicated    admirable    obsessive    secretive    cautious    ethical    mad

- 6 A ‘quest’ is a long and difficult search for something. Both Walton and Frankenstein go on a quest. Name the quest that each of them goes on.

Walton: \_\_\_\_\_

Frankenstein: \_\_\_\_\_



The desire for knowledge is usually a good thing, but are there times when it can have negative effects?

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# TEACHER'S NOTES

## WORKSHEET 7 – VOLUME I, CHAPTERS V AND VI – THE PRICE OF SUCCESS

- 1 Books open. Before reading Chapter 7, ask students to read through this question. Check their understanding of the vocabulary in the box.

Tell them to turn to page 22. Play CD1, Track 7. Students listen and read. Then they fill in their answers. Weaker classes may do this in pairs. Check answers with the class. Expect some differences in opinion and allow for some discussion of this.

**ANSWER KEY:** Answers may vary, but expect some or all of the following.

As he is about to bring the Monster to life:	excitement, anticipation, anxiety
Once the Monster starts moving:	horror, fear, panic
As Victor dreams, and wanders round the town:	fear, horror, confusion, desperation
When he meets Henry Clerval:	relief, joy, hope
When he becomes ill:	exhaustion, madness, fear
As he starts to recover:	exhaustion, nostalgia, hope

- 2 Books open. Ask students to read through the questions and options in this exercise. Elicit and explain any unknown words. Play CD1, Track 8. Students listen and read. Then they answer questions 1–4. Check answers with the class. Question 3 may cause some disagreement. Explain that Victor may feel embarrassed and ashamed, but towards Henry he feels very grateful to have such a good friend.

**ANSWER KEY:** 1 a 2 b 3 c 4 c

- 3 Students should do this task individually, as it aims to lead into some lively discussion! Allow them some time to consider their views and how to support them. Elicit their views and the reasons for them. Allow for disagreement.

**ANSWER KEY:** Answers will vary. Possible views:

Victor's initial rejection of the Monster can be seen as understandable, as it would no doubt be a huge shock to see something suddenly come to life like that. However, his continued act of running away from the responsibility of what he has done is not so admirable. Also, Henry Clerval is obviously a good friend. Victor could save himself by confiding in his friend. With regard to him abandoning his studies, views may be mixed, but many students change their minds about their chosen course of study, so this may largely be seen as understandable.

- 4 Depending on the range of views expressed in exercise 3, this question could arouse some lively discussion! Try to be noncommittal yourself, but encourage students to be able to support their views. This will be useful when they come to prepare a character study of Victor after reading.

**ANSWER KEY:** Answers will vary.

# WORKSHEET 7 – VOLUME I, CHAPTERS V AND VI – THE PRICE OF SUCCESS



- 1 Books open. Listen to Volume I, Chapter V and read along in your book. Choose words from the box to describe Victor's feelings as events develop. Add some of your own.

horror	excitement	fear	anticipation	anxiety	exhaustion	desperation
relief	madness	joy	panic	hope	nostalgia	confusion

As he is about to bring the Monster to life:	
Once the Monster starts moving:	
As Victor dreams, and wanders round the town:	
When he meets Henry Clerval:	
When he becomes ill:	
As he starts to recover:	

- 2 Listen to Volume I, Chapter VI and read along in your book. Choose the best answer to the following questions.

- Victor finds Elizabeth's letter \_\_\_\_\_.  
a comforting  
b worrying  
c tiring
- How does he feel now about his study of science? \_\_\_\_\_.  
a indifferent  
b disgusted  
c confused
- How does Victor feel towards Henry? \_\_\_\_\_.  
a ashamed  
b guilty  
c grateful
- Does the Monster bother him? \_\_\_\_\_.  
a He thinks about it occasionally.  
b He feels concerned about it.  
c He doesn't mention it at all.

- 3 What do you think about Victor's behaviour in Volume I, Chapters V and VI? Tick ✓ the appropriate box, and give reasons for your view.

Behaviour	Understandable and so Acceptable	Immature and Unacceptable
Rejection of his creation:		
Refusal to confide in Henry:		
Abandonment of his studies:		

- 4 Do you feel sympathetic towards Victor here? Why or why not?

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# TEACHER'S NOTES

## WORKSHEET 8 – VOLUME I, CHAPTERS VII AND VIII – SHATTERED DREAMS

- 1 Books open at page 39. Tell students to read and listen to the chapter, then note each event and how Victor reacts in each case. Play CD1, Track 9. Allow students time to make their notes. Check answers.

### ANSWER KEY:

- 1 First shock: William's death.  
Victor's reaction: Horrified, he leaves for Geneva immediately.
- 2 Second shock: Victor's discovery that the Monster is in Geneva and is probably the murderer.  
Victor's reaction: He is shocked, seems unable to move and the Monster disappears.
- 3 Third shock: Justine has been arrested for the murder.  
Victor's reaction: He refuses to believe it and tells his family he knows who the murderer is.

- 2 This exercise is a shorter version of Paper 4, Part 2 of the Cambridge FCE examination.

Books open. Tell students to complete the gaps with **one** word only. Ask them to read through the text first, and elicit any unknown words. Play CD1, Track 10. Allow students time to complete the exercise.

### ANSWER KEY:

1 trial 2 picture 3 However / Nevertheless 4 innocent 5 hanged / executed / killed

- 3 Ask students to think about Victor's behaviour. Explain that the story gives us no clear explanation, so they can argue in favour of several ideas. Advanced students should complete this task individually, weaker ones in pairs. Elicit answers and invite further ideas.

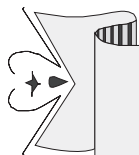
**ANSWER KEY:** Answers may vary, but expect the following.

Possible Reason	Supporting Argument
He is afraid of what will happen to him.	Victor has been afraid of the creature since it came to life, and has been unable to do anything about it. Until now, he has ignored his responsibility towards the Monster.
He is afraid that no one will believe him.	No one knows what he has been working on, and might not believe that a student had managed to create life. So, perhaps he thinks they would think he was mad.
He wants to believe that Justine is guilty, to protect his family from shame.	Justine's death is rather convenient. It solves the crime and prevents anyone from looking further. If the truth were to come out, it would upset his father and Elizabeth further, and ruin the family's reputation.
He panics, and does not know what to do.	Perhaps the most likely explanation. He has had three very bad shocks in the space of a couple of days, so he is unable to function normally.

- 4 This is meant to be fun, while at the same time highlighting some of the differences between crime investigation now and at the time the book was written. Place students in small groups. Brainstorm what they know about William's murder and elicit the evidence from the crime scene. Allow the groups time to decide how they would investigate the crime and make a list of questions they would ask the Frankenstein family and Justine. Would they think Justine was guilty? Elicit views from each group.


**ANSWER KEY:** Answers will vary.

**Evidence from the crime scene:** Alphonse Frankenstein saw the murderer's hand marks around William's neck. Investigators would soon realise that they could not have been made by a woman. Also, other physical evidence would be sure to be lying around. The discovery of the locket in Justine's pocket might make them consider her guilty. Forensic science could soon prove that the murderer was no ordinary person. When deciding if they think Justine is guilty, remind students that forensic science was unheard of in Mary Shelley's day and so the fact that the picture locket was there would seem all the more convincing.

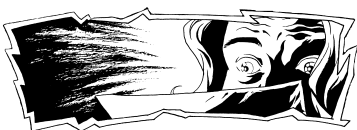


## WORKSHEET 8 – VOLUME I, CHAPTERS VII AND VIII – SHATTERED DREAMS



-  **1** Listen to Volume I, Chapter VII and read along in your book. In this chapter, Victor learns three pieces of information that shock him deeply. List them and note down Victor's reaction in each case.

1



First shock: \_\_\_\_\_

Victor's reaction: \_\_\_\_\_

2



Second shock: \_\_\_\_\_

Victor's reaction: \_\_\_\_\_

3




Third shock: \_\_\_\_\_

Victor's reaction: \_\_\_\_\_

- 2** Read and listen to Volume I, Chapter VIII. Fill each gap with **one** suitable word to complete the summary.

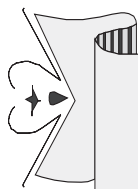
The Frankenstein family attend the (1) \_\_\_\_\_ of Justine Moritz. The reason she has been accused of William's murder is that a servant found the necklace with his mother's (2) \_\_\_\_\_ on it, which William had been wearing when he was killed, in Justine's pocket. Justine says she doesn't know how the necklace got there. (3) \_\_\_\_\_, the court decides she is guilty. Victor and Elizabeth go to see her and learn that she has confessed. She tells them she lied, and that she is really (4) \_\_\_\_\_. Elizabeth promises to help her, but Justine tells her she is not afraid to die, as long as the family knows the truth. The next day, she is (5) \_\_\_\_\_.

-  **3** What are the possible reasons why Victor does not speak up to save Justine after he has told his family he knows who the murderer is? Think of arguments to support each of the following suggestions.

Possible Reason	Supporting Argument
He is afraid of what will happen to him.	
He is afraid that no one will believe him.	
He wants to believe that Justine is guilty, to protect his family from shame.	
He panics, and does not know what to do.	

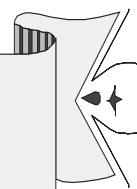
- 4** Imagine the crime occurred recently. You are police officers investigating William's murder. What evidence do you find at the crime scene? What questions do you ask the Frankenstein family? What questions do you ask Justine? Do you think Justine Moritz would be found guilty of the murder today?





# TEACHER'S NOTES

## WORKSHEET 9 – VOLUME II, CHAPTERS I–III – THE MONSTER'S STORY, PART I



Rather than approach this section chapter by chapter, allow students to listen to the three chapters together, so as to form an impression of the Monster.

- 1** Books closed. Ask students to read through the exercise. Play CD1, Tracks 11, 12 and 13. Pause, and play them again. Allow students time to choose their answers. Check answers with the class.

**ANSWER KEY:** 1 F 2 T 3 F 4 T 5 T 6 F 7 F 8 T 9 F 10 T

- 2** Books open. Check students' understanding of the vocabulary. Tell them to read the three chapters and then choose the most suitable words from the list to describe the Monster. Elicit their answers and allow for some discussion of the Monster.

**ANSWER KEY:** Answers may vary, but expect them to circle some / all of the following.  
*powerful, dangerous, angry, reasonable, sensitive, lonely, observant, intelligent, innocent, misunderstood*

**Note:** Although he becomes violent and wild, he is not so in this part of the story. Make sure your students respond to him as he appears in this part of the story.

- 3** Check students' understanding of the words in the list. Allow them to fill in the table in pairs. Check answers with the class.

**ANSWER KEY:** Answers may vary, but expect the following.

Victor's Feelings Towards the Monster	The Monster's Feelings Towards Victor
horror, fear, disgust, rejection, guilt, responsibility	love, anger, bitterness, frustration

- 4** This exercise introduces the idea of the Monster's identity. The writer never gives him a name. Invite students to speculate the effects of this. Frankenstein refers to him throughout the book as a monster. Students should discuss whether or not they think this is fair. The discussion may be lively and they can have some fun thinking up names for the Monster. The aim is to help them consider the human side of the Monster.

**ANSWER KEY:** Answers will vary. Possible answer:

The lack of a name dehumanises him and emphasises the fact that he is like an animal. It also emphasises Victor's refusal to recognise his creation as belonging to him.



# WORKSHEET 9 – VOLUME II, CHAPTERS I–III – THE MONSTER’S STORY, PART I



- 1 Books closed. Listen to Volume II, Chapters I–III and decide whether the following statements are True (T) or False (F).

- |                                                                               |       |
|-------------------------------------------------------------------------------|-------|
| 1 Victor goes into the mountains in order to find the Monster.                | T / F |
| 2 When Victor sees the Monster, he wants to kill him.                         | T / F |
| 3 The Monster tries to kill Victor.                                           | T / F |
| 4 The Monster believes that Victor has responsibilities towards him.          | T / F |
| 5 The Monster asks Victor to listen to his story and decide what will happen. | T / F |
| 6 Victor is afraid to go with the Monster.                                    | T / F |
| 7 The Monster tells him that he made friends with an old man.                 | T / F |
| 8 The villagers attacked the Monster, and he ran away.                        | T / F |
| 9 The Monster found shelter in a small cottage, where a family lived.         | T / F |
| 10 Watching the family made the Monster experience new feelings.              | T / F |

- 2 Books open. Read the three chapters. Circle the most suitable words from the list below to describe the Monster.

powerful	dangerous	violent	angry	reasonable	sensitive
lonely	observant	wild	intelligent	innocent	misunderstood

- 3 This is Victor’s first real meeting with his creation. Compare their attitudes towards each other. Make notes in the table below. Use the words in the table to help you.

love	anger	bitterness	horror	fear	compassion
frustration	disgust	guilt	rejection	responsibility	

Victor’s Feelings Towards the Monster	The Monster’s Feelings Towards Victor

- 4 Victor describes his creation as a ‘monster’. While the creation describes himself as a ‘creature’.

- 1 Which of the following words do you think are suitable to describe him?

Monster	Creature	Thing	Human	Man
---------	----------	-------	-------	-----

- 2 Would you give him a human name?

\_\_\_\_\_

- 3 Why do you think Victor does not?

\_\_\_\_\_



# TEACHER'S NOTES

## WORKSHEET 10 – VOLUME II, CHAPTERS IV–VIII – THE MONSTER'S STORY, PART II

- 1 Allow students to read these chapters as a block to form a picture of the Monster's personality. Ask them to read and listen to Chapters IV–VII and make notes on the Monster's development. Play CD1, Tracks 14, 15, 16, 17 and 18. Allow students time to make their notes. Check answers with the class.

### ANSWER KEY:

Feelings	Knowledge
The Monster learns about love, tenderness, compassion, consideration for others, respect, happiness, sadness, the pain and pleasure of caring for someone, he learns to love them and wants love returned, but is horrified by his own appearance.	He learns language from Felix and Safie and the history of different cultures. He starts to question his own strange existence. He learns to read and one day reads Victor's notes leading up to his creation. He is disgusted and furious that Victor made him so ugly and frightening.

- 2 The diagram aims to present a summary of the Monster's experiences as a cycle – he is created and rejected by Victor. He is drawn to human company, tries to do good but continues to be rejected by people. Eventually, he returns to his creator to gain some answers, recognition, and finally revenge. Ask students to complete each point in the diagram by writing briefly what happens to the Monster in each case.

**ANSWER KEY:** Answers will vary, but expect the following.

- 1 The Monster is rejected by Victor, so he *runs away*.
  - 2 He has contact with the village, but they *reject him and chase him away with stones*.
  - 3 Observing the family he learns *about beauty and knowledge*.
  - 4 Direct contact with the family, but again *he is rejected. He burns down their cottage*.
  - 5 He rescues the girl from the river only *to be shot at by her father*.
  - 6 Angry and bitter, he goes to find Victor. On the way he *meets and kills William*.
- 3 Tell students they will compare Victor and the Monster more closely later on, but for now they should concentrate on the Monster. They could do this task in pairs or as a class activity. Ask them to consider the Monster as a victim of his circumstances: he suffers without deserving to. How responsible is he for his crimes? Importantly, the Monster commits his crimes after he has acquired knowledge and is aware of the difference between right and wrong. So he does bear some responsibility for his actions.

**ANSWER KEY:** Answers will vary. Suggested answers:

Reasons He Deserves Sympathy	His Responsibility
He has been created in human form, but is very ugly. He has a natural desire to love and be loved, but is always rejected. Again and again he shows kindness and sensitivity, but people don't look beyond his scary and ugly appearance.	Knowledge gives us some freedom, but it also makes us responsible for our actions. The Monster becomes bitter and angry towards humans and seeks revenge on his creator. However, instead of trying to talk to Victor, he kills William. He knows what he does is wrong, but he wants to cause Victor pain.

- 4 Students' answers to the previous task will prepare them to discuss this question. The French philosopher Jean-Jacques Rousseau (1712–1778), whose ideas inspired the French Revolutionaries, argued that all people are born innocent and good by nature. He believed that society corrupted people. In the novel, Shelley appears to hold a similar view in her portrayal of the Monster. Ask students to discuss their views on this.

**ANSWER KEY:** Answers will vary.

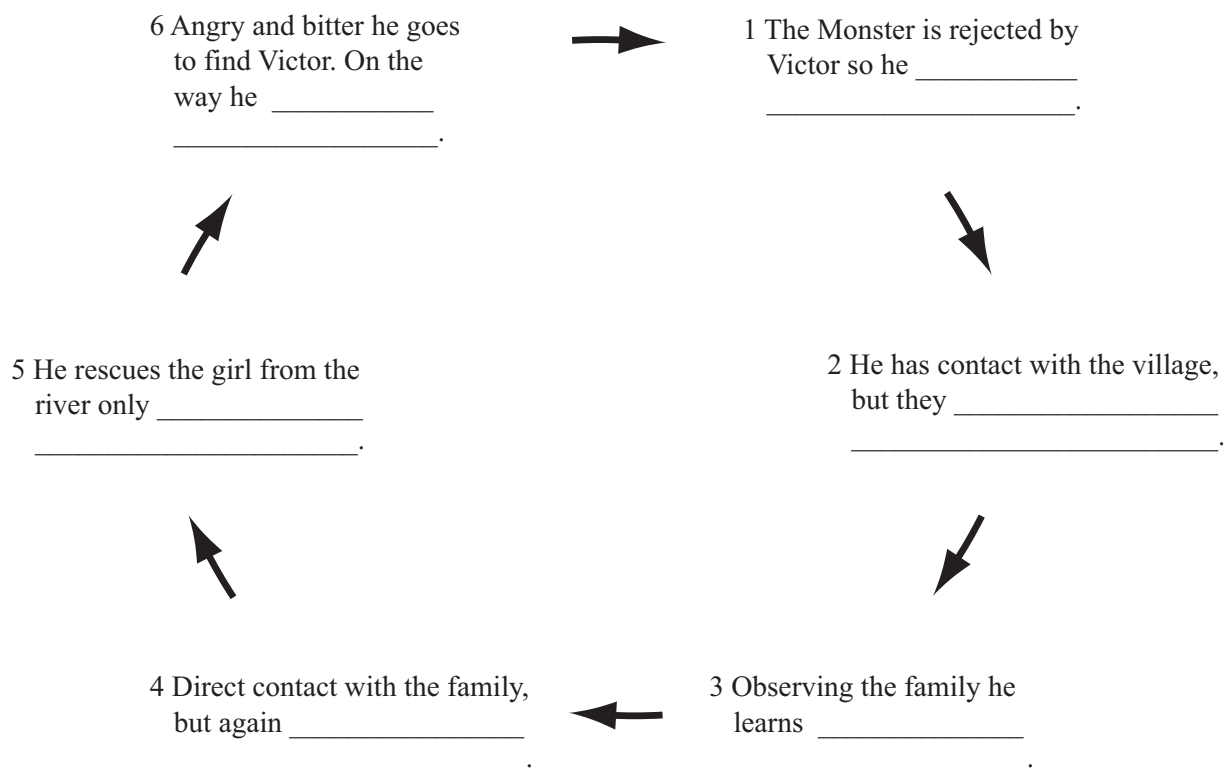
## WORKSHEET 10 – VOLUME II, CHAPTERS IV–VIII – THE MONSTER’S STORY, PART II



- 1 Books open. Listen to Volume II, Chapters IV–VIII and read along in your book. What does the Monster learn from observing the people in the cottage? Make a list using the following headings.

Feelings	Knowledge

- 2 What events cause him to become bitter? Complete the diagram below with what happens to the Monster at each stage.



## WORKSHEET 10 CONTINUED – VOLUME II, CHAPTERS IV–VIII – THE MONSTER’S STORY, PART II

- 3 The Monster’s desire for knowledge is the same as Victor’s. He wants to find out about the origins of his existence, but when he does, the truth horrifies him. With knowledge comes freedom. However, it also brings responsibility. Having learnt the Monster’s story, do you sympathise with him? How responsible do you think he is for his crimes? Make notes in the table.

Reasons He Deserves Sympathy	His Responsibility

- 4 The Monster initially tries to do good and is able to appreciate beauty and kindness. Victor and all the people he meets reject him and this could be what makes him turn bad. Do you think we are born naturally good and innocent and how people treat us makes us become good or bad? Or are people born either good or bad?

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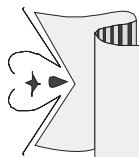


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## QUIZ 2

### TWENTY QUESTIONS GAME

#### Rules

Work in pairs. Take turns to choose a character and keep it hidden from your partner.

Your partner is allowed to ask you up to 20 questions about the character, in order to learn who it is.

The student holding the card is only allowed to answer yes or no.

If you guess incorrectly, your partner receives 50 bonus questions, so be careful!

 Victor Frankenstein	 Frankenstein's Monster	 Elizabeth Lavenza	 Robert Walton
 The Ship's Master	 The Ship's Officer	 Alphonse Frankenstein	 Caroline Frankenstein
 Ernest Frankenstein	 William Frankenstein	 Henry Clerval	 Justine Moritz
 Monsieur Krempe	 Monsieur Waldman	 Lawyer	 Old Woman
 Monsieur De Lacey	 Agatha De Lacey	 Felix De Lacey	 Turkish Merchant
 Safie	 Mr. Kirwin	 Fisherman	 Genevan Judge

# TEACHER'S NOTES

## WORKSHEET 11 – VOLUME II, CHAPTERS VIII AND IX – THE MONSTER'S REQUEST

- Books closed. Ask students to listen to Volume II, Chapters VIII and IX and answer the question.  
Play CD1, Tracks 18 and 19.

### ANSWER KEY:

Make him a female monster so he can love / be loved.

- Books open. Ask students to read the chapters and focus on the Monster's justifications for his actions.

**ANSWER KEY:** Answers may vary, but expect the following.

Monster's Action	Justification
His demand to Victor:	The Monster claims he is evil because he is alone and miserable. He says that a mate would make him happy, and not want to hurt anyone anymore.
The murder of William:	He is angry that Victor has made him so ugly that everyone hates and rejects him. William also rejects the Monster. The name 'Frankenstein' reminds him of his anger and he kills William to make Victor suffer.
Making Justine look guilty:	Justine is also beautiful and the Monster is bitter because a woman like her would never love him, so he decides to make her suffer too.

- The aim of this exercise is to encourage students to think how the Monster changes from wanting to do good to doing evil. Students should decide whether the Monster's crimes are possibly understandable, or are totally unacceptable.

**ANSWER KEY:** Answers will vary. Ask students to support their choices.

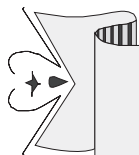
The following are not the only possible answers.

- Unreasonable: William is innocent and should not be blamed for his brother's mistakes.  
Both: The crime itself is unreasonable, but the Monster's desire to hurt Frankenstein is understandable.
- Unreasonable: Justine is totally innocent.
- Understandable: Only Victor can help save him from loneliness.
- Both: He is naturally horrified at the thought of creating another monster, but his refusal to consider the Monster's feelings and wishes is unreasonable.
- Understandable: It could be argued that love conquers evil.
- Understandable: The Monster's argument is a convincing one, given his story.

- Ask students to consider the Monster's motives and desires. Love is a basic human need and seems to be the Monster's main concern. However, having somewhere to call home is also important. If they were the Monster, what would be important to them?


- This will depend on students' answers to the previous exercises. The most important thing here is to encourage them to support their views.

**ANSWER KEY:** Answers will vary.



## WORKSHEET 11 – VOLUME II, CHAPTERS VIII AND IX – THE MONSTER’S REQUEST



-  **1** Books closed. Listen to Volume II, Chapters VIII and IX. What is the Monster’s request to Victor?

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- 2** Books open. Read Chapters VIII and IX. What are the Monster’s arguments to justify his actions? Complete the table.

Monster’s Action	Justification
His demand to Victor:	
The murder of William:	
Making Justine look guilty:	

- 3** Compare the Monster’s behaviour with Victor’s. Choose a box below and justify your answer with references to the story.

Behaviour	Understandable	Unreasonable	Both
<b>1</b> The Monster’s murder of William:			
<b>2</b> The Monster’s act of making Justine look guilty:			
<b>3</b> The Monster’s request to Victor:			
<b>4</b> Victor’s initial refusal:			
<b>5</b> The Monster’s argument in support of his request:			
<b>6</b> Victor’s final promise:			

- 4** Imagine you are the Monster. What would you demand?

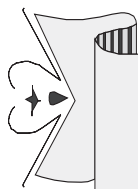
- 1 a mate?
- 2 a place to live?
- 3 something else?

- 5** Do you feel sympathetic towards the Monster or Victor? Do your sympathies towards them change here? Why?

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# TEACHER'S NOTES

## WORKSHEET 12 – VOLUME III, CHAPTERS I AND II – VICTOR FACES HIS RESPONSIBILITY



- 1 Books closed. Ask students to read through the statements. Explain that they should tick only the statements which contain the correct information. Play CD2, Tracks 2 and 3 twice. Check answers with the class.

**ANSWER KEY:** Students should tick statements 2, 3, 5, 7, 8, 9 and 10.

- 2 The aim of this exercise is to show how very different Victor's feelings are towards creating a second creature. Students should read through the chapters and make notes.

**ANSWER KEY:** Answers may vary, but expect the following.

- 1 Victor is afraid the Monster will attack him or his family if he does not keep his promise.
- 2 He feels despair in other people's company.
- 3 He becomes afraid for Clerval's safety because he is not working fast enough.

- 3 In order to answer this question, students should look at the various parts in the story where Clerval appears, in particular Volume, I Chapter V, where he takes care of Victor while he is ill. Check their understanding of the words in the list before they answer the question.

**ANSWER KEY:** Answers may vary, but expect the following.

*kind, considerate, loyal, sociable, caring.* You may also hear *ambitious*, as Clerval does have ambitions, but students should be aware that he doesn't place his ambitions above the needs of his friends.

- 4 Tell students to consider Victor's comment on page 88, where he says that 'Clerval was how I had been in the past. He wanted to learn and do new things.' Ask them to decide whether or not Clerval is like Victor.


**ANSWER KEY:** Answers may vary, but expect the following.

Victor Frankenstein	Henry Clerval
Victor is single-minded in his ambition, abandoning everyone and not contacting them for months while he experiments.	Clerval is sociable and likes people. While he wants to learn, he places the needs of his friend above his own desire, as when he forgets about his own studies to care for Victor.
Victor shuns the company of others.	Clerval seeks the company of others.
Victor is perhaps more selfish as a person.	



## WORKSHEET 12 – VOLUME III, CHAPTERS I AND II – VICTOR FACES HIS RESPONSIBILITY



 **1** Books closed. Listen to Volume III, Chapters I and II and tick ✓ the information you hear.

- 1 Victor returns home and forgets about the Monster.
- 2 His father thinks he no longer wants to marry Elizabeth.
- 3 Victor knows he cannot be happy until he fulfils his promise.
- 4 He wants to get married immediately.
- 5 He decides to go to England to complete his task.
- 6 He is reluctant to take Clerval with him.
- 7 Clerval and Victor gain different things from their trip to London.
- 8 Victor is constantly aware of the Monster's presence.
- 9 He goes to a Scottish island to be alone.
- 10 He is reluctant to finish his task.

**2** Books open. As Victor faces up to his responsibility, how does he feel? What concerns him?  
Make a list.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

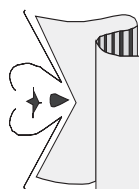
**3** Henry Clerval is Victor's only male friend. Use some of the following words to build up a description of him.

kind	selfish	considerate	ambitious	loyal
sociable	determined	caring	single-minded	

**4** Compare Victor and Clerval in the table to show whether or not you agree with the following statement.  
Justify your views with references to the story.

*'Clerval's character is presented in sharp contrast to Victor. He is everything Victor is not.'*

Victor Frankenstein	Henry Clerval
	



# TEACHER'S NOTES

## WORKSHEET 13 – VOLUME III, CHAPTERS III AND IV – THE BROKEN PROMISE



- 1** Books open. Students read and listen to Volume III, Chapter III. They can complete the task individually or in pairs. Tell them to use the images shown at each level to help them. Play CD2, Track 4. Allow time to make notes. Check answers with the class.

**ANSWER KEY:** Answers may vary slightly, but expect the following.

- 1 Victor starts to worry about what the female monster will be like and whether she will be more evil than the first one.
- 2 Victor realises that he is endangering the human race.
- 3 Seeing the evil in the Monster's face, Victor realises that he cannot trust him.

- 2** 1 Ask students to consider how they react when their parents fail to keep a promise they have made to them. Then, tell them to consider the Monster's reaction to Victor breaking his promise and whether his behaviour is acceptable or not.

**ANSWER KEY:** Answers may vary. Any or all of the words may be used.

- 2 Students do this individually or in pairs.

**ANSWER KEY:** Answers will vary. Possible answer:

Victor realises he has a responsibility not only towards his family, but towards humankind. Perhaps he can't bear the guilt of what his creation has already done and as we see later, expects the Monster's anger to be directed towards him personally. He expects the Monster to kill him.

- 3** Books open. Read through the questions. Students read and listen to Volume III, Chapter IV. Play CD2, Track 5. Allow students time to answer the questions. Check answers with the class.

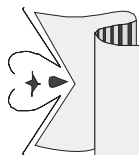
**ANSWER KEY:**

- 1 Witnesses saw a man sailing away from the scene in a boat and they think the storm has driven his boat back to shore. Victor's wild appearance and the fact that he is a stranger also makes him suspicious.
- 2 Henry Clerval.
- 3 Victor collapses, becomes ill and calls himself a murderer in his sleep.
- 4 Mr Kirwin contacts Victor's father and people from the island where Victor was experimenting come forward and prove that Victor was still on the island when the murder was committed. So, Victor is released.

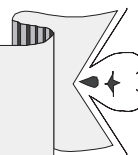
- 4** Tell students there is no clear answer to this question. Elicit ideas from them and generate discussion.


**ANSWER KEY:** Answers will vary. Possible answer:




Mr Kirwin may realise from Victor's reaction on seeing Clerval's body that Victor is unlikely to have murdered his friend. He finds papers in Victor's pockets which may make him interested in this stranger.



## WORKSHEET 13 – VOLUME III, CHAPTERS III AND IV – THE BROKEN PROMISE



-  **1** Books open. Listen to Volume III, Chapter III and read along in your book. Victor thinks about what might happen if he makes a female monster. List the fears which make him decide not to create another monster in the table.

1		
2		
3		

- 2** 1 Describe the Monster's reaction to Victor's destruction of his work. Is it understandable? Use some of the following words to help you.

horror

despair

anger

anguish

pain

fury



- 2 Why does Victor break his promise, even though he knows the Monster will be angry?

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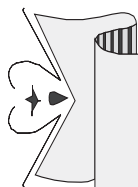
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- 3** Books open. Listen to Volume III, Chapter IV and read along in your book. Answer the following questions.

- 1 Why do the Irish accuse Victor of murder? \_\_\_\_\_
- 2 Who is the murder victim? \_\_\_\_\_
- 3 What is Victor's reaction to the news? \_\_\_\_\_
- 4 What is the reason Victor is released? \_\_\_\_\_

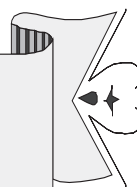
- 4** Why do you think Mr Kirwin decides to help Victor?

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# TEACHER'S NOTES

## WORKSHEET 14 – VOLUME III, CHAPTERS V AND VI – THE MONSTER'S REVENGE



- 1** Tell students to read through the text quickly. Elicit any unknown words. Tell them to simply read and listen to the chapters the first time round without writing anything down. The second time they listen, they should try to complete the summary. Play CD 2, Tracks 6 and 7 twice. Allow students time to complete their answers. Check answers with the whole class.

**ANSWER KEY:**

- |                  |                              |                  |           |
|------------------|------------------------------|------------------|-----------|
| 1 threat / words | 2 anxious / nervous / afraid | 3 scream / noise | 4 mistake |
| 5 fingermarks    | 6 dies                       | 7 help           | 8 himself |

- 2** The aim of this exercise is to focus students' attention on their sentence structure when expressing ideas and to give them practice in using linking phrases such as *because*, *although*, *despite* and *in order to*. When they have completed the task, you may wish to expand on it by asking them to rephrase their statements in another way, incorporating other linking phrases.

**ANSWER KEY:** Answers may vary.

- 1 he threatens to make Victor sorry, but doesn't mention anyone else.
- 2 marry Elizabeth and make her happy.
- 3 search for the Monster alone.
- 4 cause Victor to feel the pain he has caused him to feel.
- 5 says he cannot help him.

- 3** Place students in small groups of three or four. Tell them to imagine that Victor suspects that the Monster may kill Elizabeth. They should imagine that Victor tries to protect Elizabeth and they should decide whether or not he succeeds. Ask them to consider the Monster's incredible strength and the fact that he has been shot at, but this has not stopped him so far. Allow them time to decide, then invite each group to present their views to the class.


**ANSWER KEY:** Answers will vary.

- 4** Based on their ideas, students should write an alternative Chapter VI. If time is short, allow them time to write an outline plan for their chapter. Then invite each one to read out their plan to the class. This could also be done as homework.

**ANSWER KEY:** Answers will vary.

## WORKSHEET 14 – VOLUME III, CHAPTERS V AND VI – THE MONSTER’S REVENGE



-  **1** Listen to Volume III, Chapters V and VI and read along in your book. Fill each gap with **one** suitable word to complete the summary below.

Victor returns to Geneva with his father. He promises to marry Elizabeth, even though he remembers the Monster’s (1) \_\_\_\_\_. For protection, he carries a gun and a knife constantly. He and Elizabeth are very happy. As night falls, Victor becomes increasingly (2) \_\_\_\_\_, and sends Elizabeth to bed alone, thinking that the Monster will come to kill him. Then he hears a (3) \_\_\_\_\_ from upstairs, and realises his terrible (4) \_\_\_\_\_. He rushes upstairs, and finds Elizabeth dead, with the Monster’s (5) \_\_\_\_\_ on her neck. Seeing the Monster, Victor shoots at him, but the Monster escapes.

The news of Elizabeth’s death affects Victor’s father badly, and he (6) \_\_\_\_\_ soon after. Victor decides to talk to a judge, and asks him to (7) \_\_\_\_\_ him find the Monster. The judge feels unable to do so, and Victor decides to destroy the Monster (8) \_\_\_\_\_.

- 2** Consider the following points and complete the notes.

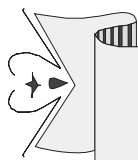
- 1 Victor thinks the Monster is going to kill him because . . . \_\_\_\_\_.
- 2 Although he knows of the danger, he decides to . . . \_\_\_\_\_.
- 3 Victor sends Elizabeth to bed in order to . . . \_\_\_\_\_.
- 4 The Monster kills Elizabeth, and not Victor, in order to . . . \_\_\_\_\_.
- 5 Despite appearing to be interested in Victor’s story, the judge . . . \_\_\_\_\_.

- 3** What do you think would happen if Victor was aware of the danger Elizabeth was in and tried to protect his new wife?

\_\_\_\_\_

- 4** Based on your ideas from the discussion in exercise 3, write a new Chapter VI. Does Victor succeed in saving Elizabeth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## TEACHER'S NOTES

### WORKSHEET 15 – VOLUME III, CHAPTER VII – A FAIR END?

- 1 Books closed. Ask students to speculate how the story ends.
- 2 Books closed. Tell students they will hear the chapter twice. Tell them to simply read and listen to the chapter the first time round without writing anything down. The second time they listen, they should answer the questions. Play CD2, Track 8 twice.

#### ANSWER KEY:

- 1 Victor says this of the Monster, as he swears revenge.
- 2 Victor is referring to the Monster leaving him signs to follow.
- 3 Victor says this to Walton, when Walton asks him how he made the Monster.
- 4 Walton in a letter to his sister, when he is worried about the safety of his men.
- 5 Walton is referring to the Monster, when he sees him.
- 6 The Monster is talking about himself and his regret for what he has done.

- 3 Books open. Students read the chapter to find the answers. Check answers with the class.

#### ANSWER KEY:

- 1 He follows him through France, across the Black Sea, through Russia, to the Arctic Circle.
- 2 He doesn't want to die before killing the Monster.
- 3 He is filled with sorrow and regrets everything he has done to hurt people. However, interestingly enough, he does not seem to regret killing Elizabeth.

- 4 Read the rubric and elicit the structures needed for using *If only* and *I wish*. Elicit some of the characters' regrets orally before students write their answers.

**ANSWER KEY:** Answers may vary. Suggested answers:

#### Victor

I wish I hadn't created / made the Monster.  
If only I hadn't been so selfish.  
If only I had known he would kill Elizabeth.  
I wish I could have saved Elizabeth.  
If only I hadn't rejected the Monster.  
I wish I had made him more attractive.

#### The Monster

I wish I hadn't killed William.  
If only I had made Felix listen to me.  
If only I hadn't followed the man and the girl into the woods.  
I wish I had been able to talk to Frankenstein earlier.  
If only he hadn't made me so ugly.

- 5 Ask students to think about Walton. He is fascinated by Victor's story and has heard about the Monster from Victor and this influences how he reacts when they meet. Focus on each item separately. Elicit answers and allow for discussion.

#### ANSWER KEY:

- 1 Although frightened, Walton feels sorry for the Monster and is also fascinated by him, due to what he has heard of his story. Walton can see the Monster objectively.
- 2 Victor is repulsed by the Monster. He is too horrified by what he has created to consider that his creation is a living being with feelings.
- 3 Walton is caring about people, like Clerval, while Victor doesn't seem to consider other people. He focuses on goals and is determined to achieve them.

- 6 Elicit a list of relevant points for writing the essay. Remind them to address all parts of the question in their answer. For classes entering the Cambridge FCE exam or any B2 level examination, a standard word limit is provided. Advise students to organise their answer into no more than **three** paragraphs.

## WORKSHEET 15 – VOLUME III, CHAPTER VII – A FAIR END?



**1** Books closed. How do you think the story ends? Make predictions using *will*.

e.g. *I think Walton will...*


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 **2** Books closed. Listen to the end of the story. Who says the following, and who are they referring to?

Quote	Who says this?	Referring to
'Let him feel the dreadful sadness that I feel!'		
'He left messages on trees or stones to guide me.'		
'Learn from my mistakes and don't make yourself completely miserable.'		
'My mad schemes may be the cause of our deaths.'		
'... I felt both interested in him and sorry for him.'		
'... I cannot believe that I am the same creature that at one time wanted only beauty and goodness.'		

**3** Books open. Read Volume III, Chapter VII and answer the following questions.

1 Where does Victor follow the Monster to?

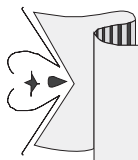
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2 Why does Victor still 'fear death'?

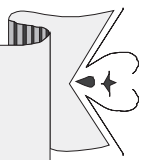
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3 How does the Monster feel once Victor is dead?

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## WORKSHEET 15 CONTINUED – VOLUME III, CHAPTER VII – A FAIR END?



- 4 Victor and the Monster are both sorry for things they have or have not done. Express some things you regret doing / not doing using the structures *If only* and *I wish*. Imagine you are:

Victor

---

---



The Monster

---

---

- 5 At the end of the story, Walton meets the Monster.

1 How does he react to him?

---

2 How is his reaction towards the Monster different from Victor's?

---

3 What does this tell us about Victor's character?

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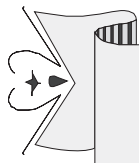
- 6 Discuss these questions as a class. Then choose ONE of the following and write an essay of between 120–180 words.

1 Compare the characters of Victor Frankenstein and the Monster. Discuss whether or not they deserve what happens to them in the end.

2 Discuss Walton's role in the story. Why is he included in the story? What would be lost if he wasn't?







## QUIZ 3

### SCRAMBLED STORY GAME



#### TASK:

Below is a brief summary of Mary Shelley's *Frankenstein*. Unfortunately the order has been scrambled. Your task is to cut out the different phrases and rearrange the summary back into the correct order.

Frankenstein marries the lovely Elizabeth, but she is murdered by the Monster on their wedding night.

The Monster explains how he learnt to speak and read, and how he has suffered because of people. He admits to killing William.

Frankenstein tells Walton about his family and his studies at the university in Ingolstadt.

Frankenstein pursues the Monster to the North Pole in order to destroy it.

Meeting with the Monster, Frankenstein is made to hear the story of its life since he abandoned it.

Walton writes letters home telling of his meeting with Frankenstein.

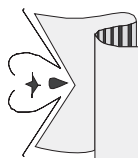
In particular Frankenstein explains how he created his monster and then abandoned it.

Walton discovers the Monster in the cabin where Frankenstein has died. It tells him it must die. The Monster leaps out of the window and is gone.

The Monster promises to stop haunting Frankenstein, if he will build it a mate.

Having agreed to make a female monster, Frankenstein is suddenly revolted by his work and destroys it. The Monster vows revenge.

Frankenstein hears that his brother, William, has been murdered.



# TEACHER'S NOTES

## WORKSHEET 16 – KNOWLEDGE AND RESPONSIBILITY

This worksheet examines the connection between knowledge, freedom and responsibility. Both Frankenstein and the Monster acquire knowledge which gives them power, but that knowledge also leads to their destruction because of the way they use it. They also cause pain and suffering to others. Students should think about how responsible the two characters are for their actions.

- 1 In pairs, ask students to think about what freedom they gain from learning and how this also gives them responsibilities. Then, ask them to discuss at what age they think people become responsible for their actions.

**ANSWER KEY:** Answers will vary.

- 2 In pairs, ask students to complete the table with examples from the story to illustrate each point. Complete the first answer together.

**ANSWER KEY:** Answers may vary, but expect the following.

	Victor	The Monster
Knowledge:	He learns how to create life in order to free people from disease – he creates a creature that doesn't get sick. He also wants the glory of a great discovery.	Observing the family, he learns about relationships, joy and pain and the difference between right and wrong. He wants to learn the language of the family so he can communicate with them and make them love him. He learns to read, write and speak.
Freedom:	He wants knowledge to free people from disease. He also wants to be free to achieve his goals.	Learning to read, write and speak gives him the freedom to communicate with people and the hope of forming relationships.
Responsibility:	Because he used his knowledge to create the Monster, he has a responsibility towards it, to care for and protect it from the world – and the world from it. Because he neglected this duty, he shares responsibility for the Monster's actions.	He knows that burning Felix's cottage down and killing people is wrong, but he does it out of anger and a desire for revenge. This makes him responsible.

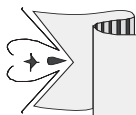
**Extension:** Advanced classes can discuss the responsibilities scientists have towards society and the ethics of scientific experiments.

- 3 To stimulate ideas, ask the following: Do they go away and live peacefully? Do they like each other? What is the female monster like? Are they accepted by people? Elicit general discussion then ask students to discuss in pairs.

**ANSWER KEY:** Answers will vary.

- 4 Tell students to do this individually and to follow their own ideas. It is not necessary for all of them to write the same ending. Hold a class discussion at the end.

**ANSWER KEY:** Answers will vary.



## WORKSHEET 16 – KNOWLEDGE AND RESPONSIBILITY



- 1 It is widely believed that knowledge gives you freedom to achieve things in your life. However, with knowledge comes responsibility. You become responsible for whatever you decide to do. Discuss the following question in pairs.

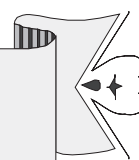
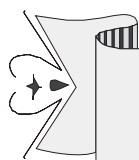
At what age do you think young people become responsible for their actions?

- 2 Consider the following questions and fill in the table below.
- 1 Why does each character search for knowledge? Are their intentions good?
  - 2 How does knowledge give them 'freedom'?
  - 3 How responsible are they for the result of their actions?

	Victor	The Monster
Knowledge:		
Freedom:		
Responsibility:		

- 3 Imagine that Victor keeps his promise and creates the female monster. What do you think happens next?
- 4 Based on your discussion in exercise 3, write an alternative ending to the story.





# TEACHER'S NOTES

## WORKSHEET 17 – THE MONSTER – EVIL BY NATURE?

- 1 The aim of this worksheet is to encourage students to consider the question of 'nature vs. nurture'. The Monster initially does good things, but ends up doing evil things. The writer suggests that this is because of his circumstances. Ask students to write down examples of the Monster's good and evil sides.

**ANSWER KEY:**

Good	Evil
<ul style="list-style-type: none"><li>• He has a natural desire for love and companionship.</li><li>• He wants to help people, as is shown in the jobs he does for Felix and his family, and in how he rescues the girl from the river.</li><li>• He cannot harm Victor directly and shows remorse for the suffering he has caused.</li></ul>	<ul style="list-style-type: none"><li>• He has a lot of anger in him and when he doesn't get what he wants, he shows a desire to hurt people physically.</li><li>• He kills a small boy, and two innocent people who have done nothing to harm him, in order to hurt Frankenstein.</li><li>• He makes an innocent girl look guilty and so causes her death too.</li></ul>

- 2 Ask students to consider whether the Monster would remain good if Frankenstein didn't reject him, or do they think he might still become evil? Would he ask for a mate if he had Victor's companionship?

**ANSWER KEY:** Answers will vary.

- 3 This question asks students to look at one of the broader issues arising from this story. Allow them to exchange ideas freely.

**ANSWER KEY:** Answers will vary.

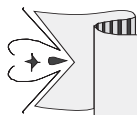
- 4 Read the rubric to both questions with students.

- 1 Draw a big question mark on the board and elicit questions the Monster would want to ask Frankenstein. Tell them to write the letter to Frankenstein. Do this in class.

**ANSWER KEY:** Answers will vary.

- 2 Students exchange their letter with a partner. Tell them to imagine they are Victor reading the Monster's letter. They write a reply. Do this in class or for homework.

**ANSWER KEY:** Answers will vary.



## WORKSHEET 17 – THE MONSTER – EVIL BY NATURE?



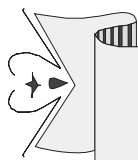
- 1 The Monster seems to have a good side to his character and an evil one. In the table below, write examples from the story of his good side and his evil side.



Good	Evil



- 2 Imagine Victor didn't reject the Monster as soon as he created him. Would he:
- 1 Develop differently? How? \_\_\_\_\_
  - 2 Ask for a mate? Why? \_\_\_\_\_
- 3 The Monster is rejected simply because of his appearance. How important do you think appearance is in order to be accepted by a group? Discuss the following factors.
- 1 facial and physical appearance \_\_\_\_\_
  - 2 clothes \_\_\_\_\_
- 4 1 You are the Monster. You have just learnt to read, write and speak, and have read Victor's notes on his experiments when creating you. Write a letter to Frankenstein, telling him about yourself. Ask him questions about why he made you and then rejected you. Ask him to meet you.
- 2 You are Victor Frankenstein. You have just read the Monster's letter, and feel obliged to reply. You try to answer some of his questions. Decide whether or not you agree to meet him.



# TEACHER'S NOTES

## WORKSHEET 18 – ELIZABETH AND HENRY CLerval



- 1** Tell students to think about why the writer provides us with these two characters in the story. What do they tell us about Victor's character? Elicit answers.

**ANSWER KEY:** Answers may vary, but expect the following.

Elizabeth and Clerval show us that Victor is capable of love. They also emphasise the contrast between Victor's privileged, comfortable circumstances and the Monster's total isolation. They also serve as innocent victims for the Monster.

- 2** Elicit ideas about Elizabeth's character. Explain what a stereotype is. Traditionally, in both literature and films, women were presented as weak and defenceless, needing the protection of a strong man. Ask them whether they think Elizabeth is like this.

**ANSWER KEY:** Elizabeth is stereotypical. This suits the story, but students may find it strange, considering it is written by a woman who was not at all like this.

- 3** Elicit their ideas why Frankenstein fails to confide in his friend about the Monster.

**ANSWER KEY:** Answers may vary. Suggested answers:

Victor is afraid of what Henry will think of him. He may be afraid of losing his friendship and trust. He realises he pushed moral and ethical boundaries to create the Monster and is now ashamed of this.

- 4** **1** Tell students to imagine they are Henry Clerval. Ask them to consider the following: Would they believe Victor about the Monster? Would they be curious / interested / disgusted / shocked?

**ANSWER KEY:** Answers will vary.

- 2** Ask them to do the same for Elizabeth. Ask them to consider the following: Would they believe him? Would they be shocked / curious / interested / horrified? As he tells her before the wedding night, would they still want to marry him?

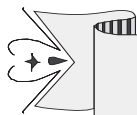
**ANSWER KEY:** Answers will vary.

- 5** Briefly revise the use of modals *may* / *might* for speculation and encourage students to use them in their answers. Ask them to think carefully about how each character would be portrayed today. Would Victor's friends trust him so unquestionably? Would Elizabeth be so patient and understanding and wait for Victor? Would the Monster have been more evil or more of a misunderstood hero?

**ANSWER KEY:** Answers will vary.

- 6** Ask students to write a character study of either Elizabeth or Clerval based on the notes they have made. Check that they understand what this means (what the character likes / dislikes / how they act / how other characters feel about them). Tell them to make sure they answer the second part of the question. They should aim to write approximately three paragraphs.

**ANSWER KEY:** Answers will vary.



## WORKSHEET 18 – ELIZABETH AND HENRY CLerval



- 1 Both Elizabeth and Henry Clerval are presented as likeable, constant companions to Victor. Even when he acts strangely and fails to keep in contact with them for long periods of time, they remain faithful friends. What is their role in the story?

---

---

### 2 Elizabeth

Do you think Elizabeth is a believable character, or is she presented as a stereotype of the weak female?

---

---



### 3 Henry Clerval



Henry is a loyal friend to Frankenstein. When Frankenstein is ill or depressed, Henry helps him recover. However, Frankenstein does not tell him about the Monster. Why?

---

---

- 4 How would you react in the following situations?

1 You are Henry Clerval. Frankenstein tells you about the Monster.

---

---

2 You are Elizabeth. Frankenstein tells you about the Monster before the wedding.

---

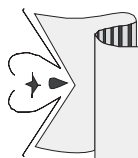
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- 5 *Frankenstein* was written nearly 200 years ago. Since then, society has changed in many ways. If Mary Shelley had written her novel recently, how might she have presented the following characters differently?

- 1 Elizabeth \_\_\_\_\_
- 2 Henry \_\_\_\_\_
- 3 the Monster \_\_\_\_\_

- 6 Write a character study of **one** of the following and say why they are important to the story.

- 1 Elizabeth
- 2 Henry Clerval



## TEACHER'S NOTES

### WORKSHEET 19 – BOOK REVIEW



The aim of presenting this task as a worksheet is to encourage students to organise and present their written task as if it were going to be placed on the website. You may like to put students' answers up on the classroom wall. **It is also practice for the Cambridge FCE, Paper 2, Part 2 Examination task.**

Read the rubric together with your students. Elicit their likes and dislikes of different aspects of the book. These could be listed on the board. By now, you will know what they think of the story, so elicit their ideas about what they learnt while reading and which parts of the story they would change. Remind them to organise their ideas into three paragraphs.

Suggested plan:

Paragraph 1: Introduction – brief description of the story.

Paragraph 2: Praise / criticism of the way the pictures presented the story.

Paragraph 3: Recommendation – who they would recommend it to, if anyone.

Set the writing task as classwork or as homework.

B2 level examination classes could do this in class as timed examination practice. For candidates entering the Cambridge FCE examination, or something similar, this task provides valuable practice in preparation for writing not only a review in general, but also about a set book.

Remind your students of the word limit (120–180 words for the Cambridge FCE) and set them a time limit for the task of 40–45 minutes. The full time limit for Paper 2 of the Cambridge FCE from December 2008 is 1 hour and 20 minutes.

**ANSWER KEY:** Answers will vary.





## WORKSHEET 19 – BOOK REVIEW

A book club website has invited people to send in reviews of a graphic novel they have read recently. You decide to write a review of *Frankenstein*.

A book review examines a book's strengths and weaknesses. When writing your review of *Frankenstein, the ELT Graphic Novel*, think about the following questions.

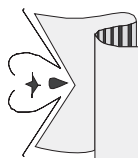
- Did you find the book interesting?
- Did the pictures help you understand what was happening?
- What was your reaction to the story?
- Did you learn anything?
- Could any part of the story have been written differently?
- Would you recommend this book to others? If so, who?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Book Review:

[illegible]



# TEACHER'S NOTES

## WORKSHEET 20 – ACT IT OUT!



The aim of this final worksheet is to have some fun.

There are several film versions of *Frankenstein*. If you can obtain a copy, you may like to show it to students before they tackle this worksheet. If not, encourage students to let their imaginations run wild!

- 1 Students do this task individually. Elicit examples of films in which a spooky atmosphere was created by the setting in the first scene. Characteristic examples can be found in *Pirates of the Caribbean* and the *Batman* movies. If they have seen a film of *Frankenstein* then elicit their impressions of how the first scene created the atmosphere.

Discuss the various places in which *Frankenstein* is set. Students complete the list. Check answers with the class.

### ANSWER KEY:

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Walton's ship                 | 6 hut by Felix's cottage  |
| 2 Geneva                        | 7 England                 |
| 3 Ingolstadt University         | 8 Orkney Island, Scotland |
| 4 Geneva                        | 9 Geneva                  |
| 5 woods where the Monster lives | 10 Walton's ship          |

- 2 If possible place students in groups of four. Check that students understand the use of the word *flashback* to show how a film jumps between different points in time. Ask them to decide at which point in the story their film will start, using the list from exercise 1 to help them. Elicit answers from each group.

**ANSWER KEY:** Answers will vary.

- 3 Tell each group to decide what the setting will be like for their first scene. Encourage them to make notes. They should be able to give you a full description of the setting they have decided upon. Check answers from each group.

**ANSWER KEY:** Answers will vary.

- 4 This is an extension of exercises 2 and 3. Students develop their ideas into proper stage instructions.

**ANSWER KEY:** Answers will vary.

- 5 Ask each group to act out their scene using their set of stage instructions. Tell them they will need actors, a director and a narrator. If you have access to a video camera, you may like to be the cameraperson and record each team performing their role play. This also offers a great opportunity for highlighting any difficulties students may have with pronunciation. Expect this to be fun and a chance for some free expression!

**ANSWER KEY:** Answers will vary.

# WORKSHEET 20 – ACT IT OUT!



## Research

- 1 An important aspect of filmmaking is the setting. Where the film takes place is important in creating the right kind of atmosphere for the events that are about to happen. In *Frankenstein*, the action takes place in several settings. Place the following list in the correct order. Some may be used more than once.

England	Geneva	Ingolstadt University – Frankenstein’s workshop	Walton’s ship
Orkney Island, Scotland		woods where the Monster lives for a while	hut by Felix’s cottage

- |   |                      |    |  |
|---|----------------------|----|--|
| 1 | <i>Walton’s ship</i> | 6  |  |
| 2 |                      | 7  |  |
| 3 |                      | 8  |  |
| 4 |                      | 9  |  |
| 5 |                      | 10 |  |

## Think

- 2 You are a film crew. You are about to film the first scene of a new film version of *Frankenstein*. Filmmakers often make use of the *flashback* technique, in which they start a film in the middle of the story and move backwards and forwards in time to tell the story. At which point do you want your film to start?

- aboard Walton’s ship with Victor’s childhood
- in Victor’s laboratory, on the night of the ‘birth’
- at the end, with Walton and the Monster

- 3 Decide what the setting will be like for the first scene of your film. Think about the following.

Place – inside a building or outside? \_\_\_\_\_

Lighting / time of day – is it dark or light? \_\_\_\_\_

Weather \_\_\_\_\_

## Discuss and Write

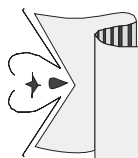
- 4 Discuss the script and instructions to actors for the first scene. Think about the following details.

- position of actors, and their movements during the scene
- actors’ use of facial expressions for ‘close ups’
- use of narrator’s voice

Write down your instructions.

## ‘... and Action!’

- 5 In teams, choose a director, a narrator and actors. Rehearse and act out your scene.



# TEACHER'S NOTES

## FRANKENSTEIN OPTIONAL FILM WORKSHEET

- 1 Students will need to concentrate on the film while they're watching, so simply ask them to read through the questions before they watch. Then, as they watch, they could tick the appropriate box for each item and fill in their comments at the end.

Ask them to think about what they like and dislike about the film, in comparison with the book and to pay particular attention to any differences they notice.

**ANSWER KEY:** Answers will vary, depending on which film version they see.

- 2 Ask students to notice any parts of the story that have been omitted in the film. Elicit these, and invite students to comment on whether they think this affects the film.

**ANSWER KEY:** Answers will vary.

- 3 Ask students to discuss this in pairs, then open it up for group discussion.

**ANSWER KEY:** Answers will vary.

- 4 Read through the rubric with students. Elicit the fact that the question requires a comparison between the film version and the book. Remind them that they should conclude their review with a comment on whether or not they would recommend the film to others.

**Note:** the rubric is in the style of the Cambridge FCE, with the same word limit. You may wish to adapt this to suit students following a different exam course.



## FRANKENSTEIN OPTIONAL FILM WORKSHEET



### While Watching

1 As you watch the film, compare the film with the book. Make notes in the table below.

	Same	Different
Starting point:		
Victor Frankenstein:		
The Monster:		
Elizabeth:		
Justine Moritz:		
Henry Clerval:		
Robert Walton:		
Felix and family:		
Development of plot:		
Ending:		

### After Watching

2 Is anything from the story missing in the film? If so, do you think it affects it:

1 positively?                      2 negatively?                      3 hardly at all?

Explain your choice.

\_\_\_\_\_

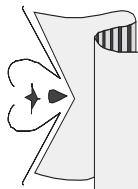
3 Would you change anything about the film? If so, in what way? \_\_\_\_\_

4 You have decided to write a film review of *Frankenstein*. Make sure to say how you think the film compares to the book and what you liked and disliked about it. Also, say who you would recommend it to.

Write your **review**. (120–180 words)

Film Review:

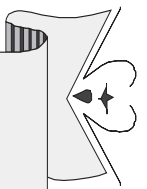
_____	_____
_____	_____
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_____	_____



# FRANKENSTEIN FOR ELT

## TEST 1 (PAGE 1)

### WORKSHEETS 1-10



#### 1 Open Cloze

Fill the gaps with **one** suitable word. There is an example at the beginning (0).

I spent the (0) winter in this hut. I (1) \_\_\_\_\_ to love the people in the cottage. When they were unhappy, I felt (2) \_\_\_\_\_. When they were happy, I was happy too. (3) \_\_\_\_\_ was always the saddest. He seemed to suffer deeply. But he was (4) \_\_\_\_\_ to give pleasure to his sister. He gave (5) \_\_\_\_\_ the first little white flower that came up in the snow.

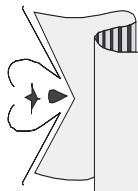
I admired the beauty of these people (6) \_\_\_\_\_. when I saw myself in a pool of water I was terrified! At (7) \_\_\_\_\_ I couldn't believe that it was me. Then I felt sad and ashamed. I was a (8) \_\_\_\_\_.

Every day I did the (9) \_\_\_\_\_ thing. I slept (10) \_\_\_\_\_ the day, and went into the woods at night. I (11) \_\_\_\_\_ my own food and wood for the family. Often I cleared (12) \_\_\_\_\_ path of snow. This (13) \_\_\_\_\_ them very much. I thought that I could make them happy, and I wanted to win their love. To do (14) \_\_\_\_\_, I tried hard to learn their language.

Spring arrived, but Felix was still very sad. (15) \_\_\_\_\_ a visitor came. "Felix?" "My sweet Safie!" cried Felix. Felix was extremely happy. The lady didn't seem to understand him, but smiled. The days passed peacefully. (16) \_\_\_\_\_ had taken the place of sadness.'

#### 2 Can you remember . . . ?

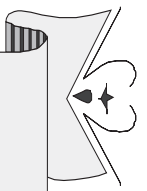
- 1 who is narrating this part of the story: \_\_\_\_\_
- 2 who the listener is: \_\_\_\_\_
- 3 what has just happened: \_\_\_\_\_
- 4 who Safie is: \_\_\_\_\_
- 5 what happens next in the story: \_\_\_\_\_
- 6 the name of Felix's sister: \_\_\_\_\_



# FRANKENSTEIN FOR ELT

## TEST 1 (PAGE 2)

### WORKSHEETS 1-10



### 3 Key Word Transformations

For questions 1–8 complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use between three and six words, including the word given.

- 1 *Frankenstein* is unusual in that the story is told by three of the main characters, rather than one.  
**narrator**

In *Frankenstein*, there is not \_\_\_\_\_ the story, but three, which is unusual.

- 2 The main character in the story, Victor Frankenstein, is not a classical hero.  
**protagonist**

Victor Frankenstein, the \_\_\_\_\_, is not a classical hero.

- 3 Many people believe that modern Gothic stories such as *The Incredible Hulk* were inspired by *Frankenstein*.  
**inspiration**

*Frankenstein* is believed to \_\_\_\_\_ modern Gothic stories such as *The Incredible Hulk*.

- 4 The story shows how people often misjudge the Monster because of his appearance.  
**misunderstood**

In the story, the Monster is \_\_\_\_\_ appearance.

- 5 Walton is able to feel more sympathy for the Monster than his creator does.  
**compassion**

Victor is unable to \_\_\_\_\_ the Monster as Walton.

- 6 Victor does not talk to anyone about his experiments, as he knows they are unethical.  
**secretive**

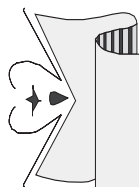
Victor is \_\_\_\_\_, knowing them to be unethical.

- 7 Readers are often surprised that Justine Moritz says she murdered William, when in fact she didn't.  
**innocent**

Readers find it surprising that although Justine Moritz is \_\_\_\_\_, she says she is guilty.

- 8 People are frightened of the Monster and drive him away, which causes him to turn to crime.  
**rejection**

It is \_\_\_\_\_ causes him to turn to crime.



# FRANKENSTEIN FOR ELT

## TEST 2 (PAGE 1)

### WORKSHEETS 11-20



#### 1 Gap Fill

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits the gap. There is an example at the beginning (0).

Example:

A goes

B comes

C leaves

D arrives

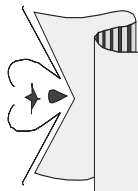
Frankenstein (0) leaves Elizabeth and his family to visit England and (1) \_\_\_\_\_ a new female monster. Accompanying him on his travels is his excellent friend, Henry Clerval. If all (2) \_\_\_\_\_ well, Victor plans to marry Elizabeth. He travels through England and on to Scotland until he arrives at a remote Orkney (3) \_\_\_\_\_. There, alone, he begins his horrible work.

When the Monster comes to check on his (4) \_\_\_\_\_, Frankenstein realises he cannot release more evil (5) \_\_\_\_\_ the world. Determinedly he destroys the creature he has been making. The Monster is furious, and (6) \_\_\_\_\_ revenge. Exhausted, Victor (7) \_\_\_\_\_ his way back to England, but his boat is caught in a storm, and lands (8) \_\_\_\_\_ Ireland, where Frankenstein is immediately arrested for murder. Henry Clerval has been found strangled. (9) \_\_\_\_\_ by his friend's death, Victor falls into a fever once more. His father arrives to clear his name and rescue him, and Frankenstein returns home with his father. He decides to marry Elizabeth, and make her happy, (10) \_\_\_\_\_ he is certain that the Monster will kill him on their wedding night.

On the night of their wedding Frankenstein stays alone, expecting the Monster to attack him. Hearing a scream from the bedroom (11) \_\_\_\_\_ he has left Elizabeth, he rushes to find his wife strangled, her body thrown across the bed. Victor (12) \_\_\_\_\_ the Monster, but he escapes, laughing. On hearing of Elizabeth's murder, Victor's father dies of heartache. Frankenstein determines to hunt down and destroy the Monster.

- |                  |               |               |              |
|------------------|---------------|---------------|--------------|
| 1 A develop      | B form        | C build       | D examine    |
| 2 A runs         | B goes        | C ends        | D follows    |
| 3 A island       | B village     | C cottage     | D farm       |
| 4 A process      | B progress    | C progression | D procession |
| 5 A out          | B in          | C over        | D into       |
| 6 A denies       | B vows        | C threatens   | D assures    |
| 7 A takes        | B goes        | C makes       | D turns      |
| 8 A in           | B at          | C to          | D by         |
| 9 A Amazed       | B Surprised   | C Terrified   | D Shocked    |
| 10 A despite     | B even though | C however     | D in spite   |
| 11 A which       | B that        | C where       | D when       |
| 12 A fights with | B throws out  | C shoots at   | D jumps on   |

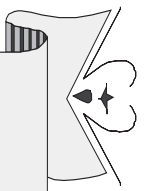




# FRANKENSTEIN FOR ELT

## TEST 2 (PAGE 2)

### WORKSHEETS 11–20



## 2 Can You Remember . . . ?

1 who says 'Let him feel the dreadful sadness that I feel!':

---

2 the name of Walton's sister:

---

3 who says 'What can I say about the death of this wonderful man?':

---

4 the name of the Irish magistrate who helps Victor:

---

5 the name of Victor's only surviving brother:

---

## 3 Word Formation

For questions 1–10, read the text below. Use the word in capitals in the box to form a word that fits the gap in the line with the same number. There is an example at the beginning (0).

In her (0) *characterisation* of Frankenstein and the Monster, Mary Shelley offers us something more morally complicated and (1) \_\_\_\_\_ than the simple goodie versus baddie opposition of early Gothic novels.

Both characters have good and bad qualities. Victor is a dedicated and hard worker, but he is often (2) \_\_\_\_\_ towards other people. To a certain extent, however, the 'star' of the story is the Monster. (3) \_\_\_\_\_ in cartoon and film versions of the novel, the Monster is often (4) \_\_\_\_\_ presented as a brainless zombie figure, incapable of speech. In fact, his character is fascinating due to its (5) \_\_\_\_\_. He has a natural desire for love and (6) \_\_\_\_\_. This encourages him to gain (7) \_\_\_\_\_ skills such as reading, writing and speaking. Observing the family, he learns about relationships, caring, joy and pain and the difference between right and wrong. He wants to help people, as is shown in the jobs he does for Felix and his family, and in how he rescues the girl from the river.

However, the Monster's good (8) \_\_\_\_\_ are misunderstood and people keep rejecting him, causing him anger and (9) \_\_\_\_\_. When he doesn't get what he wants, he shows a childish desire to hurt people (10) \_\_\_\_\_.

(0) CHARACTER

(1) REWARD

(2) CONSIDERATE

(3) FORTUNATE

(4) MISTAKE

(5) COMPLEX

(6) COMPANION

(7) COMMUNICATE

(8) INTENT

(9) FRUSTRATE

(10) PHYSICAL



# TEST ANSWER KEYS



## TEST 1

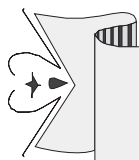
### ANSWER KEY:

- 1** 1 began / started / came 2 sad / unhappy 3 Felix 4 able 5 her 6 but 7 first  
8 monster 9 same 10 during / in / throughout 11 collected / gathered / found 12 their  
13 surprised / pleased 14 this 15 Then 16 Joy
- 2** 1 the Monster  
2 Victor Frankenstein  
3 Accept either of the following.  
Victor has met the Monster in the mountains above his home in Geneva and the Monster has persuaded him to listen to his story.  
OR  
The Monster has just reached the part where he spends time studying the family in the cottage.  
4 Safie is the daughter of a Turkish merchant whom Felix and his father helped. Felix is in love with her.  
5 the Monster learns to speak and read through watching Felix teach Safie, he then tries to make contact with the family, but is rejected and he burns down the cottage.  
6 Agatha
- 3** 1 one narrator in / telling  
2 protagonist of / in the story  
3 have been the inspiration for  
4 often misunderstood because of his  
5 feel / show as much compassion for / towards  
6 secretive about his experiments  
7 innocent of William's murder  
8 people's rejection of the Monster which

## TEST 2

### ANSWER KEY:

- 1** 1 C 2 B 3 A 4 B 5 D 6 B 7 C 8 A 9 D 10 B 11 C 12 C
- 2** 1 Victor Frankenstein says this about the Monster.  
2 Margaret  
3 Walton says this about Frankenstein.  
4 Mr Kirwin  
5 Ernest
- 3** 1 rewarding 2 inconsiderate 3 Unfortunately 4 mistakenly 5 complexity 6 companionship  
7 communicative / communication 8 intentions 9 frustration 10 physically



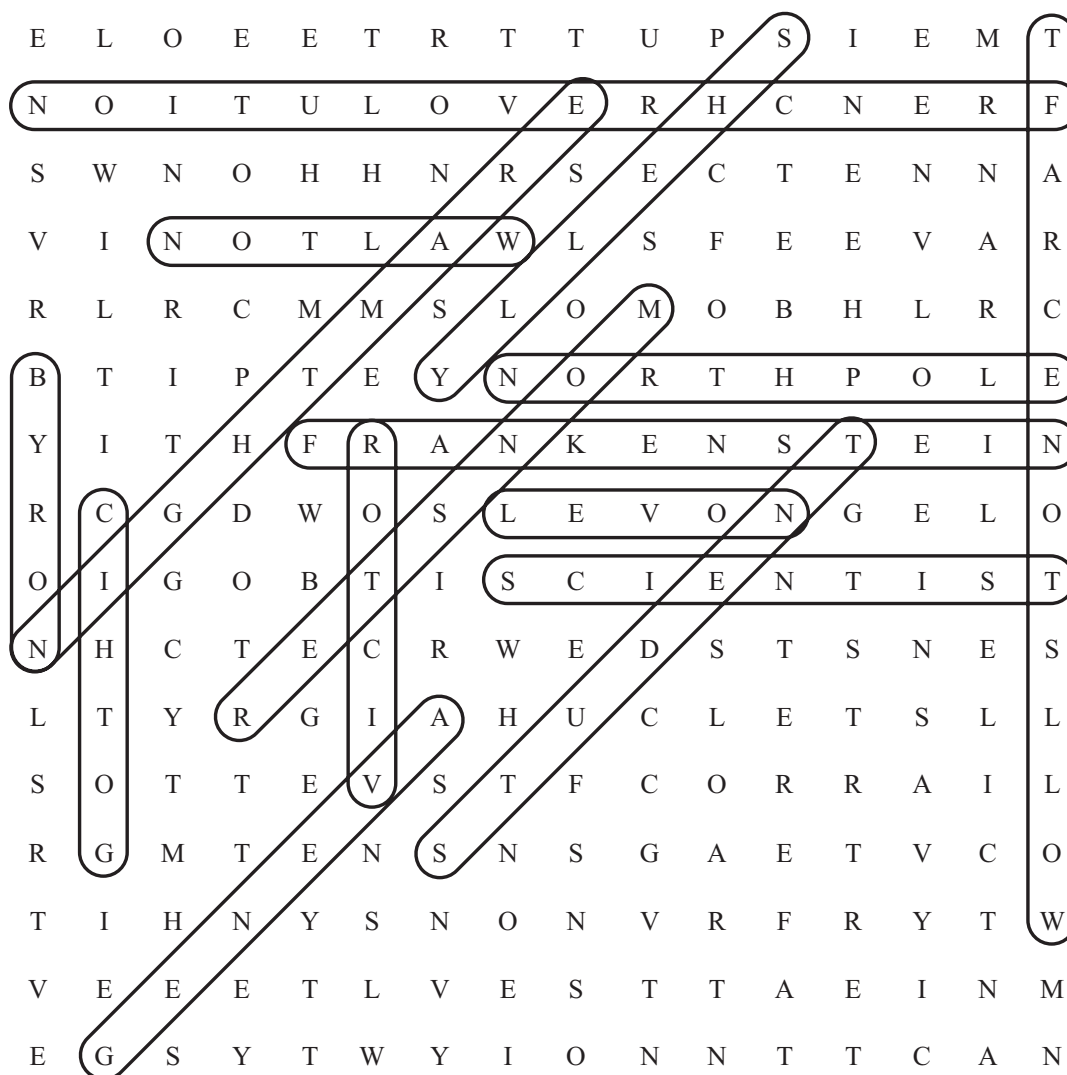
# TEACHER'S NOTES

## QUIZ 1 – *FRANKENSTEIN* WORD SEARCH



Explain to students that the hidden words are placed vertically, horizontally, diagonally and backwards. Some may overlap on a letter. Students could do this individually or in pairs. Perhaps have a reward for the first pair to find all 15 words.

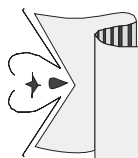
### 1 ANSWER KEY:



### 2 Jumbled Words

#### ANSWER KEY:

- 1 protagonist
- 2 plot
- 3 climax
- 4 narrator



## TEACHER'S NOTES

### QUIZ 2 – TWENTY QUESTIONS GAME



You will need some scissors, preferably several pairs, to save time.

Students do this in pairs, or small groups. Tell them to cut out the character squares.

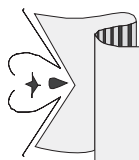
One student chooses a character, keeping it hidden from the other(s). The other student(s) ask up to 20 questions about the character, in order to learn who it is. The student holding the card is only allowed to answer *yes* or *no*.

If the players are not able to guess the character correctly after 20 questions, the person holding the card gets 50 bonus points.

If you guess correctly after only five questions, you get 30 points.

If you guess correctly after six questions, you get 25 points.

Students take turns choosing the cards and asking questions, until everyone has had a go. The winner is the player with the most points at the end.



# TEACHER'S NOTES

## QUIZ 3 – SCRAMBLED STORY GAME



### ANSWER KEY:

This task is designed to revise events in the play and check students' overall understanding.

Ask students to put the summary of the novel in the correct sequence.

Once again, you may want to ask students to do this in pairs, or perhaps place a time limit on this.

Walton writes letters home telling of his meeting with Frankenstein.

Frankenstein tells Walton about his family and his studies at the university in Ingolstadt.

In particular Frankenstein explains how he created his Monster and then abandoned it.

Frankenstein hears that his brother, William, has been murdered.

Meeting with the Monster, Frankenstein is made to hear the story of its life since he abandoned it.

The Monster explains how he learnt to speak and read, and how he has suffered because of people. He admits to killing William.

The Monster promises to stop haunting Frankenstein, if he will build it a mate.

Having agreed to make a female Monster, Frankenstein is suddenly revolted by his work and destroys it. The Monster vows revenge.

Frankenstein marries the lovely Elizabeth, but she is murdered by the Monster on their wedding night.

Frankenstein pursues the Monster to the North Pole in order to destroy it.

Walton discovers the Monster in the cabin where Frankenstein has died. It tells him it must die. The Monster leaps out of the window and is gone.

# Audio Track Listings

## Frankenstein

### CD 1

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### CD 2

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